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AN INVESTIGATION OF EMPLOYER-EMPLOYEE RELATIONSHIPS
IN ALBERTA SCHOOL JURISDICTIONS

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Investigation of Employer-Employee Relationships in Alberta School Jurisdictions," submitted by Walter Martin Cooper, B.Ed., in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The questionnaire method of research was employed in this study. The status of teacher-trustee relationships in Alberta was studied by confronting a representative sample of both groups with seventy-nine statements regarding seventeen areas of education. The status of relations was studied in terms of inter-group and intra-group conflict. The conflict studied was defined as a lack of agreement among the respondents.

Inter-group conflict was found forty-six times; six cases of first degree, sixteen cases of second degree, and twenty-four cases of third degree conflict. Intra-group conflict occurred eighty-one times; fifteen cases of first degree, twenty-five cases of second degree, and forty-one cases of third degree conflict. Of the total number of intra-group conflicts, thirty-eight were recorded among teachers and forty-three among trustees.

Thirty-three issues registered no significant difference of opinion between teachers and trustees, although only twenty-nine of these issues were judged to exhibit some degree of inter-group consensus. The other four issues registered neither a significant conflict nor consensus. Of the forty-six issues which exhibited a significant conflict, twenty-eight showed teachers and trustees generally thinking alike. Consequently, there was evidence of inter-group consensus in seventy-seven per cent of the original issues presented in the questionnaire. This suggests that teachers and trustees present a considerable

degree of agreement regarding educational issues.

Since intense conflict was exhibited between teachers and trustees regarding five areas of education, it would appear evident that further study is required here. These areas include: working conditions of teachers, collective bargaining, academic freedom, buildings and equipment, and equality of educational opportunity.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Chapter I presents a short discussion regarding the problem of teacher-trustee relationships; and it presents the problem. Information is given as well regarding the definition of terms used and an overview of the thesis.

I. THE PROBLEM

Alberta has approximately 200 school divisions, counties, and school districts which employ the teaching force of this province. In general the existing relationships between teachers and trustees appear to be good; in some instances, such relationships appear to be excellent; in others, they appear to be poor.

Teachers and trustees presently co-operate very closely in many instances. It is rare indeed when teachers or their organization publicly voice disapproval of the school board's policies. More often they support the policies by actions and deeds. Trustees listen with respect to suggestions of principals' associations, or for that matter, individual leaders in education. Teachers and trustees function on joint committees regarding local education and on provincial committees, outwardly in a climate of goodwill and co-operation. To have groups with divergent views co-operatively performing a function is not unexpected according to Lundberg.¹ An observer, however, would be

necessarily naive,² if he were to assume there was no competition between the two groups. As a matter of fact, many occurrences are evident where teachers and trustees act on committees, not strictly for the welfare of education, but to maintain a close vigilance on the other's organization. When trustees present resolutions to their annual conventions or to the provincial cabinet, the teachers and their organization carefully scrutinize the proposals for signs of impending action, and often lodge immediate counter-proposals before issues can be settled by statute or orders-in-council. Unquestionably, trustees and their organization also closely watch the plans and proposals of teachers. If teachers and trustees lacked this stimulus to compete, the quality of the contribution of each group would likely be lessened.

Fawcett,³ reported that the most obvious example of teacher-trustee conflict occurs in the field of economics and teacher tenure. Ample evidence could be compiled to verify this contention in Alberta. In most cases employers have convened around the conference table with their employees and accommodation of one form or another ensued. There have been cases, however, where a third party has been forced to settle disputes, as in the case of a teachers' strike. Some cases of teacher dismissal have resulted in court action; again the third person endeavours to resolve the conflict. These presumably would be regarded by Cuber,⁴ and laymen alike, as destructive elements in education. One should hasten to add that often in the wake of such a dispute comes renewed vigor by both parties to improve relations, indicating that conflict, in itself, is neither good nor evil.

Broom and Selznick,⁵ would say that conflict between groups usually stimulates integration within groups. Many times it has been observed that teachers may argue heatedly over an educational issue and then almost unanimously cleave together in opposition to their employer. It is consequently a difficult and delicate undertaking to assess human interrelationships. However, conflict regarding issues that divide teachers and trustees, in their single purpose of offering quality education to Alberta school children, may not be eliminated; but knowledge of such conflicts will show that it is unrealistic not to accommodate each group by arriving at some workable agreement.

In this investigation, assessment was concerned with the conflicting views of the relating groups. This study contends that the status of relationships between teachers and trustees can be assessed and possibly improved by studying the opinions of the two groups regarding educational issues.

Statement of the problem. It was the purpose of this study to assess teacher-trustee relationships as indicated by the opinions of the two groups on selected educational issues. This study was also concerned with the intensity of opinions and the importance placed on educational issues by the respondents.

Sub-problems. In order to resolve the main problem satisfactorily, a number of related sub-problems were investigated and reported. The most important of these may be stated as follows:

1. Do teachers and trustees agree that the University of Alberta

is providing school boards with the type of trained personnel required?

2. What criteria do teachers and trustees believe the school board should employ when selecting and appointing teachers for new positions?

3. Do teachers and trustees differ in their views regarding teachers' working conditions?

4. Is there any consensus of opinion among teachers and trustees regarding salaries and negotiations?

5. Do teachers and trustees believe compulsory membership in the Alberta Teachers' Association desirable?

6. How do teachers and trustees view the retention of collective bargaining rights of teachers?

7. Do teachers and trustees believe academic freedom is accorded Alberta teachers?

8. In the opinion of teachers and trustees, how may teacher competence be evaluated?

9. Do teachers and trustees believe school buildings and equipment satisfy the needs of the community?

10. Are supplies and resource material an issue of concern between teachers and trustees?

11. Do teachers and trustees have similar views regarding the present state of curriculum?

12. Do teachers and trustees believe that equality of educational opportunity prevails in schools?

13. According to the opinions of teachers and trustees, is the teachers' role made clear by the employing community?

14. According to teachers and trustees, where does the responsibility lie to insure an active in-service education programme?

15. Do the views of the respondents differ regarding teacher tenure and dismissal?

16. Do teachers and trustees exhibit equal concern regarding the financing of education?

17. Do teachers and trustees regard local autonomy as a vital issue?

This study confronted teachers and trustees with seventy-nine statements pertaining to aspects of education where interaction was thought likely to prevail. It was the purpose of the study to identify inter-group and intra-group conflicts, and areas that produced general consensus. The degree of intensity of inter-group and intra-group conflicts found to exist was measured, as was the importance placed on each issue by the respondents. Statements that did not register conflict were judged to exhibit general consensus.

To determine inter-group conflict, the positive and negative scores for each statement of issue were given the chi-square test to eliminate chance differences of opinion. Each issue subsequently was measured for the relative degree of conflict intensity and the importance the respondents placed on the issue. The scales used for this purpose are located on pages 7 and 8 of this chapter.

To determine intra-group conflict the "yes" and "no" responses to each issue were used to obtain a percentage called the majority response. This majority response of each group was measured according to

the scales noted above to ascertain the relative degree of intra-group conflict, and the importance placed on the issue by the respondents.

If the majority response was 80 per cent or higher, intra-group consensus was recorded.

Need for the study. No similar study has been done regarding teacher-trustee relationships in Alberta. Exploratory research of this nature is necessary to obtain the experience that will be helpful in formulating relevant hypotheses for more specific investigations. Furthermore, if people know the major areas of conflict, they can more readily assess causal factors; although the assessment of causal factors was not within the scope of this study.

A study of teacher-trustee relationships provides information regarding the emphasis and need for field work and in-service activities of the respective provincial organizations. It permits the superintendent of schools to become aware of conditions of discontent that are within his powers to minimize. It permits the Faculty of Education to offer guidance to teachers which will foster understanding of the role school trustees are often compelled to follow. To focus attention on teacher-trustee relationships, in itself, may promote understanding and more harmonious relations.

Delimitation of the study. Because of their greater complexity of structural organization, urban school systems appear to present conditions of interaction between employer and employee which are frequently unlike those of non-urban centers. Therefore, this study was

restricted to teachers and trustees in Alberta divisions and counties. It was decided that four hundred teachers and trustees would form a representative sample of the total population (see Chapter III, p. 24, infra).

II. DEFINITION OF TERMS USED

Employee. Employee was defined as a certified teacher, supervisor, or administrator employed by a school board.

Employer. Employer was defined as the elected members of the school board or school committee.

Relationships. Relationships were defined to mean behavioral interaction between individuals, between groups, and among persons and groups.

Inter-group conflict. Inter-group conflict was defined as disagreement between teachers and trustees. The criterion to judge the degree of inter-group conflict was calculated in the form of a percentage. The percentage of those teachers in "agreement" with a statement of a given issue was compared to the percentage of trustees agreeing with the statement. The difference was defined as the per cent of disagreement or conflict. The degree of conflict was measured according to this scale:

First Degree Conflict 45 per cent to 80 per cent (most severe)
Second Degree Conflict 25 per cent to 44 per cent
Third Degree Conflict 10 per cent to 24 per cent (least severe)

Intra-group conflict. Intra-group conflict was defined as disagreement within groups. The degree of intra-group conflict was measured according to this scale:

First Degree Conflict 50 per cent to 55 per cent (most severe)
Second Degree Conflict 56 per cent to 65 per cent
Third Degree Conflict 66 per cent to 79 per cent (least severe)

Degree of importance. The degree of importance placed on statements of issues was measured according to this scale:

First Degree 75 per cent to 95 per cent (most important)
Second Degree 55 per cent to 74 per cent
Third Degree 45 per cent to 54 per cent (least important)

III. OVERVIEW OF THE THESIS

Chapter II reviews the literature that relates to this study. Chapter III outlines the design of the study giving information about the instrument, its validation, distribution and collection; and treatment of the data. Chapters IV and V report the findings of the study under personnel and educational policies. Chapter VI presents the summary, implications, and recommendations of the study.

REFERENCES FOR CHAPTER I

¹George A. Lundberg, Foundations of Sociology (New York: The Macmillan Company, 1939), p. 269.

²Ibid., p. 269.

³Claude W. Fawcett, School Personnel Administration (New York: The Macmillan Company, 1964), p. 137.

⁴John F. Cuber, Sociology, A Synopsis of Principles (New York: Appleton-Century-Crofts, Inc., 1959), p. 618.

⁵L. Broom and P. Selznick, Sociology, A Test with Adapted Readings (New York: Harper and Row, 1963), p. 205.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II presents an introductory statement and then discusses related studies as they pertain to this research project. This chapter presents evidence that group conflict is neither good nor evil, but that conflict of ideas is probably a necessary component to progress in society as well as in education. It shows that morale alters the intensity of disagreement between employers and employees thus contributing to improvement of educational services.

I. INTRODUCTORY STATEMENT

Social scientists would probably suggest that the whole concept of conflict, as it relates to human behavior, could be better understood by defining certain basic terms. The usage of such words as behavior, co-operation, competition, conflict, and accommodation as they relate to social problems are important.

Akolkar,¹ states that behavior is social when it consists of responses to other individuals (or groups) and involves the awareness of the presence of other individuals (or groups) in actual perception. Groups exhibit co-operative, as well as competitive, behavior. At times this co-operative or competitive behavior may give rise to conflict. On other occasions, a spirit of accommodation and assimilation may be the outcome.

Competition, according to Akolkar,² is a race between two or more

groups for some insatiable want, such as: money, status, fame, popularity, power or influence. Groups are stimulated by competition, and it often draws out potentialities which otherwise might have remained dormant. Akolkar,³ states that studies with children or university students as subjects, have shown that competition between equals, generally heightens speed of activity and improves the quality of performance. Educationalists and industrialists have long exploited the rivalry motives of students and workers.

Akolkar,⁴ goes on to say conflict, unlike competition, represents the bad side of opposition. "Competition is a race; conflict is fight." The essence of conflict is an effort on the part of one group to block the efforts of another group. When conflicting interests occur, adjustment of differences by accommodation may be realized in various ways. It may be forced by a third party, or forced by the stronger of the two parties on the weaker, or it may be the result of a compromise. In voluntary accommodation, give and take is in operation, because the parties are aware that energy and resources are being wasted in an inconclusive conflict. Reciprocal adjustment is obviously better than forced adjustment or compromise. When adjustment is forced, the weaker party gives way to the stronger. Residual antagonism often remains, causing accommodation to be of a temporary nature. The most desirable type of accommodation is, therefore, tolerance and assimilation of the ways of thinking of others. Cuber,⁵ says that, "the forms of accommodation are themselves, of course, culture; they are men's inventions for systematically handling the problem of rivalrous, interaction when rivalry is no longer desired."

Cuber,⁶ states that the Dictionary of Sociology defines conflict in general terms as:

. . . A process-situation in which two or more human beings or groups seek actively to thwart each other's purposes, to prevent each other's interests, even to the extent of injuring or destroying the other. . . . Conflict may exist in varying degrees. . . . It may be organized or unorganized, transitory or enduring, physical, intellectual, or spiritual.

According to Cuber,⁷ there is a pronounced tendency among both professional sociologists and laymen to regard conflict as an undesirable, pathological, destructive force. While conflict is undeniably a destructive force in social relationships, such as those between and among the various races, religions, and political groups of our time, it is the fact of conflict which also unifies groups, even if only for the purposes of better carrying on what they believe to be desirable and constructive reform or maintaining worthy traditions. Conflict is an inherent, natural part of the on-going socialization process, both for the individual personality and for the group. Like most natural processes it has both positive and negative effects, although it is not always easy or possible to reach agreement as to which is which. Differing value positions from which a given conflict may be interpreted will often result in varied judgments as to whether the conflict is good or bad.

Haas,⁸ states that good mental health practice suggests that conflicts be recognized and appropriately resolved. He amplifies this contention by saying that conflict is universal. All men sooner or later reach an impasse they feel incapable of solving, but by learning about both the nature of conflict and their own motives, appropriate solutions may be worked out.

Broom and Selznick,⁹ point out that sometimes conflict is believed to be the result of poor communication, that conflict arises because people do not understand one another. If communication really means the ability to see the point of view of others, then some conflicts truly rooted in false perceptions may be eased by improved communication. Yet, many conflicts are grounded in the mutually inconsistent needs and aspirations of groups. Moreover, increased contact and improved communication may intensify conflict by making groups more aware of their differences, increasing their fears, and revealing opposing interests of which group members were unaware.

Coser and Rosenberg,¹⁰ suggest that internal social conflicts which concern goals, values, or interests that do not contradict the basic assumptions upon which the relationship is founded, tend to be positively functional for the social structure. Such conflicts tend to make possible the readjustment of norms and power relations within groups in accordance with the felt needs of its individual members or sub-groups.

Kornhauser,¹¹ speaking on industrial conflict, makes these comments:

Industrial conflict is human conflict. At its core are people with certain interests and motives opposing other people with divergent interests and motives. The opposition, the warfare--'hot' or 'cold'--stems from conflicting desires, incompatible objectives, goal values that are not shared by the two groups. Each perceives the achievement of its goals as interfered with by the efforts of the other. The goals a person seeks are those he has 'absorbed' from the groups of which he has been and is a member. He comes to think, act, perceive and feel as his social groups expect him to; learns to accept the values, and to be the kind of person, his society calls for; and, specifically, he lives up to what is expected of persons in the status and role he occupies.

If Kornhauser's views were to be fully accepted, the opportunity to improve teacher-trustee relationships would be small. A more realistic and wholesome approach to human conflict is presented by Ross,¹² when he reports that:

Conflict is one of the substances out of which human society is built. Nation and nation, employer and worker, seller and buyer, parent and child, student and teacher--all are dependent on each other, but it would be fatuous to claim that their interests are entirely harmonious. Without conflict of interest there would be little need for law and government and little social change constructive or otherwise. Conflict being normal and natural, it should wherever feasible be recognized frankly for what it is and permitted to come to the surface where some kind of resolution can be achieved. Where the free expression of conflict is unfeasible it may be suppressed. A healthy society will act to prevent itself from being destroyed but should not conclude too hastily that destruction is threatened.

Ogburn and Nimkoff,¹³ state that basic to inter-group relations is the idea of contact. Any law that governs the relationships between independent groups is supported by custom or agreement, rather than by power. Within a group, co-operation is an integrating factor and conflict is a disorganizing influence. Both intra-group competition and conflict are disorganizing but the latter is more so. Hence, there is interest in knowing why competition often turns into conflict. Competition is maintained by agreement of the competitors on the norms governing the competition and by agreement on the application or the interpretation of such norms. Changes in either may bring conflict. Many conflicts are caused by disputes about the proper application of the existing regulations. Competition may also give rise to conflict when it is initiated between groups which formerly did not compete; or competition may develop into conflict when a group which had an advantage over another group begins to lose its advantage.

Berger,¹⁴ sees conflict and change as interferences with order or temporary stages on the road to order. By contrast, the conflict theory sees any order as a temporary equilibrium or shaky peace which may be disarranged by new forces at any time. Coser,¹⁵ states conflict is not only a way of looking at an organization or society as a whole, but in fact is functional for the survival of the society. He points out that conflict increases identification with the group and that conflict is in many cases (for example, the courtroom) institutionalized as the major method whereby issues may be brought into view and squarely faced. Such a view of conflict is most evident in the collective bargaining process.

Dubin,¹⁶ believes that issues that divide labor and management, such as the question of worker control over the rights of decision-making and the portion of returns that will accrue to labor, will inevitably be subjects of dispute and will not be eliminated by increasing understanding between the two parties. Mediators may point out wherein the conflict dividing the two parties is unrealistic, but the effect will be to bring the actual differences into the open rather than eliminating the conflict. The strike, as it is known in our society, is a component of the collective bargaining system, which in turn is, an essential feature of the enterprise system. "Collective bargaining would have shallow meaning were it not for the possibility of strike, with attendant losses on both sides, since there would be little pressure on the parties to modify their position and reach agreement." Government intervention to ban strikes would not settle disputes but merely change the locus of their occurrence.

Lundberg,¹⁷ presents the view that, "conflict of some sort is the

life of society and progress emerges from a struggle in which each individual class or institution seeks to realize its own idea of good."

According to Lundberg every one of us is a competitor in several or varied fields while at the same time a member of various co-operating groups. It may seem surprising that we are likely to compete with the very persons with whom we co-operate. It seems obvious to decide that conflict and co-operation are not separate things, but rather phases of one important process which always involves an element of both.

Cuber,¹⁸ concludes that conflict usually centers around three separate phases of a social problem. (1) Sometimes the clash of values relates to the issue, whether or not a problem really exists. (2) Once a consensus (not necessarily a majority view) that an undesirable condition exists has emerged, the value clash shifts to a consideration of whether or not the problem condition is susceptible to treatment by the society. (3) But even among those who sincerely wish the problem attacked and solved, sharp disagreement concerning alternate means of attaining this objective is possible.

Offering satisfactory educational services, within these terms of reference, is the prime concern of teachers and trustees. The board of school trustees has a responsibility to initiate personnel and educational policies, harmonious with legal provisions, yet acceptable to the teachers within the board's jurisdiction. Musgrave,¹⁹ states the problem as follows: "In offering educational services a primary difficulty arises because true preferences are unknown. Policy makers must judge, while teachers who may feel highly able to make judgments must abide by decisions of the school board." Teachers and trustees, while serving

their respective roles in education, often find themselves in conflict over various important educational issues. A major objective of this study was to identify these issues in the light of teacher-trustee relationships.

II. RELATED STUDIES

McFetridge and Sillito,²⁰ point out that: "An area of unrest was revealed in the matter of trustee-teacher relationships. A great deal of careful research needs to be done here before accuracy of opinion can be obtained." To identify areas of conflict in teacher-trustee relationships should be a project of interest and concern, since knowledge of basic areas of conflict should lead to assessment of causal factors and possible applicable remedial measures. At present, conflicts that exist in teacher-trustee relations are undefined and unexplored.

It has been rather well established that conflicts may be desirable or undesirable. Ross,²¹ states that conflict is normal and natural and should, wherever feasible, be recognized frankly for what it is and be permitted to come to the surface where some kind of resolution might be achieved. Kratzman,²² suggests that:

Since there is probably a positive interdependence between the nature of school board-teacher relationships and teacher satisfaction and instructional efficiency, all concerned with such relationships should make every effort to analyze and improve them.

Teachers and trustees need to be aware of the major areas of conflict so that they may analyse conditions in the light of accepted educational goals. Reitell,²³ would agree that study and analysis are

necessary in teacher-trustee relations for he states:

Many of the more advanced industrial organizations realize the grave necessity of sound human relations. . .these are companies that are giving as much attention to research in the field of human relations as they are to research covering raw materials and products.

A study of one hundred thousand employees of Sears, Roebuck and Company,²⁴ reveals that if employees were discontented in their relations with management, they would seize upon and magnify any inconveniences arising from their other surroundings. This suggests that trustees should make every effort to alleviate or reduce conditions that produce teacher resentment or discontentment.

Millard,²⁵ presented the view that a central requirement of human relations for the future must be how to work with those with whom we differ to make a goodness of life for all--"for we cannot allow our differences of value application to divide us to the point where we are incapable of social action for the common good."

Levinson,²⁶ suggests that each partner, employer and employee, shapes the other to some extent. When one speaks of the alienation of the employee from his work in industry, he usually means that the employee does not feel he makes an impact on the organization. Conversely, if the organization feels it has little possibility of improving the employee, that it is to a large extent at his mercy, then organization leadership takes a hostile view of him as is so common in the construction industry. However, Eastmond's²⁷ research shows that the professional teacher does not consider himself as an employee. The teacher considers the administrative and supervisory personnel with whom he works as colleagues and fellow professional workers. "The

concept of working for the 'boss' is out of place since a spirit of democratic equality pervades a united profession dedicated to service."²⁸

Planty, McCord, and Efferson,²⁹ state:

Morale is a basic driving force which management must develop in all those who are effectively to serve industry, themselves, and society. Employees whose morale is high are flexible, adaptive, and receptive. They try to do their jobs well; they take pride in improved or increased production; they seek and suggest new methods or more efficient machines. Workers with low morale do none of these things; they are apathetic to work; and indifferent to their own as well as their employer's welfare; and they often show a hostility that may range from stubborn resistance to open rebellion and strikes. Only men and women who know how to work, who want to work, and who understand the relationship of work and profit to the dignity, development, and happiness of human beings can make a democracy succeed.

Melby,³⁰ found that teacher morale was dependent in part on salary and working conditions, on the kind of school buildings and equipment, on community attitudes towards education and certainly on the nature of the supervisory and administrative structure, and the character of its functioning. Some of the conditions Melby found affecting teacher morale, were found by others to cause conflict.

Fawcett,³¹ comments that one of the most common causes of disagreement between employee associations and the school government is salary. The twenty-fourth yearbook of the American Association of School Adminis-

trators,³² states that employees should be free to discuss with the school administration any matters pertaining to employment, salaries, working conditions, or the improvement of the teaching or public relations to the school.

French,³³ tested two groups (organized and unorganized) and found that the spreading of tension within the group will depend on the degree of communication among members. Therefore, tension will spread

more easily in well-organized groups. His study showed that disruptive forces within-groups fell into three categories: (1) The most important elements of disruption were the conflicting forces which resulted when different members or sub-groups saw differing problems as the distinguished path to the same goal. (2) Less frequently, there were conflicting forces corresponding to different goals among members, when two or more problems required a positive or negative valence from different members. (3) Disruptive forces not related to the group goal such as aggression against others, rivalry for status, interpersonal dislikes, produced minor conflict.

Scheidlinger,³⁴ reported that inter-group conflicts are on the whole less easily resolved than those within a group. Inter-group conflicts are frequently kindled by displaced negative feelings which arose originally in the course of group activities. Thus, the lessening of group feeling, of esprit de corps, finds a ready antidote in justified or unjustified conflicts with an out-group. Conscious awakening of fear or anxiety against outsiders, as a means of increasing group solidarity has been evoked by leaders of groups since the beginning of time. Solving inter-group conflicts is society's most pressing problem: ". . .long-range measures for combatting such conflicts would necessarily involve the creation of ever broader groups, culminating in an international community."³⁵

REFERENCES FOR CHAPTER II

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²Ibid., pp. 84-86. ³Ibid., p. 85. ⁴Ibid., p. 86.

⁵John F. Cuber, Sociology, A Synopsis of Principles (New York: Appleton-Century-Crofts, Inc., 1959), p. 623.

⁶Ibid., p. 618. ⁷Ibid., p. 620.

⁸Kurt Haas, Understanding Ourselves and Others (Englewood Cliffs, New Jersey: Prentice-Hall, 1965), pp. 342-343.

⁹L. Broom and P. Selznick, Sociology, A Text With Adapted Readings (New York: Harper and Row, 1963), pp. 33-34.

¹⁰L. A. Coser and B. Rosenberg, Sociological Theory: A Book of Readings (New York: Macmillan Company, 1964), p. 205.

¹¹Arthur Kornhauser, Robert Dubin and Arthur M. Ross, Industrial Conflict (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1954), pp. 62-85.

¹²Ibid., p. 531.

¹³W. F. Ogburn and M. F. Nimkoff, Sociology (Boston: Houghton Mifflin Company, 1958), p. 143.

¹⁴Robert Faris, editor, Handbook of Modern Sociology (Chicago: Rand McNally and Company, 1964), p. 513.

¹⁵Ibid., p. 632. ¹⁶Ibid., p. 633.

¹⁷George A. Lundberg, Foundations of Sociology (New York: Macmillan Company, 1939), p. 269.

¹⁸Cuber, op. cit., p. 638.

¹⁹Charles Scott Benson, Perspectives on the Economics of Education (Boston: Houghton Mifflin Company, 1963), p. 98.

²⁰J. D. McFeteridge and M. T. Sillito, "The Alberta Divisional School Trustee" (unpublished Master's thesis, University of Alberta, Edmonton, 1950), p. 128.

²¹Kornhauser, et al., loc. cit., p. 531.

²²A. Kratzman, "How Good Are Relationships?" The Alberta School Trustee (September, 1963), pp. 2-4.

²³Charles Reitell, Training Workers and Supervisors (New York: Ronald Press Company, 1941), p. 123.

²⁴"Teacher-Principal Agreement on the Teacher Role," Administrator's Notebook, VII (February, 1959), No. 6.

²⁵T. L. Millard, "Human Relations in a Changing Society, Trends and Principals," Journal of Educational Sociology, XXXV (1961-62), 229.

²⁶Harry Levinson, "Reciprocation: The Relationship Between Man and Organization," Administrative Science Quarterly, IX (1964-65), 370-390.

²⁷Jefferson Eastmond, The Teacher and School Administration (Boston: Houghton Mifflin Company, 1959), p. 76.

²⁸Ibid., p. 76.

²⁹E. G. Planty, W. S. McCord and C. A. Efferson, Training Employees and Managers (New York: Ronald Press Company, 1948), p. 13.

³⁰E. O. Melby, Administering Community Education (Englewood Cliffs, New York: Prentice-Hall, Inc., 1955), p. 114.

³¹Claude W. Fawcett, School Personnel Administration (New York: The Macmillan Company, 1964), p. 137.

³²American Association of School Administrators, School Board in Action (1946), p. 141.

³³D. Cartwright and A. Zander, Group Dynamics, Research and Theory (White Plains, N.Y.: Row, Peterson and Company, 1958), pp. 131-134.

³⁴Ibid., p. 61. ³⁵Ibid.

CHAPTER III

DESIGN OF THE STUDY

Chapter III presents information regarding the composition of the questionnaire, its validation, and the method of distribution, collection and treatment of data.

I. THE QUESTIONNAIRE

The questionnaire was designed to survey the opinions of teachers and trustees on a wide array of issues related to personnel and educational policies. Part I of the questionnaire asked general personal information regarding location of the respondents, their sex, and their role in education. Part II consisted of thirty-four statements related to personnel policies. Each respondent was instructed to indicate in 'Column A' agreement with the statement by encircling "yes," disagreement by encircling "no," and uncertainty by encircling "uncertain." In 'Column B' each respondent was instructed to indicate an opinion on the importance of the issue. Part III of the questionnaire consisted of forty-five statements related to educational policies and each respondent was to indicate preferences in a manner similar to that in Part II.

A single questionnaire instrument to be completed by both groups was employed. It was believed that general interest in the whole questionnaire would be achieved if section headings were omitted. A copy of this questionnaire is found in Appendix A, p. 159. The section

headings, omitted from the questionnaire, are listed in Table I.

II. VALIDATION OF THE QUESTIONNAIRE

As a preliminary validation of the questionnaire, it was decided to develop an extensive array of educational issues so that the possibility of omitting issues of major importance would be held to a minimum. A review of the literature and discussions with teachers and trustees aided in the formation of the questionnaire. A pilot study within a local school district helped in remedying ambiguities and resulted in the revision of the questionnaire. The final revision was believed to be adequate for the purpose of this study.

III. DISTRIBUTION AND COLLECTION OF QUESTIONNAIRES

Four hundred five questionnaires were mailed to two hundred five teachers and two hundred trustees. A random choice of five trustees and five per cent of the teaching population was made from each division or county selected. Twenty divisions and twenty counties ranging from Pincher Creek, Taber, and Medicine Hat in Southern Alberta to Fairview, Spirit River, and Fort Vermilion in Northern Alberta were surveyed. The largest school jurisdiction employed 227 teachers and the smallest employed eleven, allowing the sample to be drawn from 3,993 teachers and 285 trustees.

Initially, Dr. Kratzman, the executive-secretary of the Alberta School Trustees' Association was approached to obtain the support of Alberta school trustees. On the advice of his executive, Dr. Kratzman mailed a circular letter to all county and divisional school boards in

TABLE I

QUESTIONNAIRE SECTION HEADINGS AND NUMBER OF STATEMENTS IN EACH

Section Headings	Number of Statements
PERSONNEL POLICIES	
Teacher Preparation	1 - 5 inclusive
Selection and Appointment	6 -10 inclusive
Working Conditions	11 -16 inclusive
Salaries and Negotiations	17 -21 inclusive
Teaching Profession Act	22 -23 inclusive
Teachers and the Labour Act	24 -25 inclusive
Academic Freedom	26 -30 inclusive
Evaluation of Competence	31 -34 inclusive
Total	<u>34</u>
EDUCATIONAL POLICIES	
Buildings and Equipment	1 - 7 inclusive
Supplies and Resource Material	8 -10 inclusive
Curriculum	11 -16 inclusive
Equality of Opportunity	17 -19 inclusive
Role Performance	20 -25 inclusive
In-Service Education	26 -34 inclusive
Tenure and Dismissal	35 -36 inclusive
Financing of Education	37 -41 inclusive
Miscellaneous Items	42 -45 inclusive
Total	<u>45</u>

Alberta requesting active participation in this study (see Appendix B, p. 166). Subsequently, the investigator wrote to the superintendent of schools for each division and county requesting a list of the names of all teachers and trustees. The first twenty divisional superintendents and the first twenty county superintendents to respond with the required list of names formed the basis for the choice of subjects to whom to send questionnaires.

Ten days after the date of the first mailing, a reminder was sent requesting co-operation from those who had neglected to return the questionnaire. Three hundred five questionnaires were returned prior to the commencement of tabulation. This represented an 85 per cent response from the teachers and 67 per cent response from the trustees.

IV. TREATMENT OF DATA

A coding system was used so that the investigator was able to determine who had responded to the questionnaire. As the returns were received a tally was made of the responses and written comments were noted. When the tallying was complete, the totals for each statement were recorded on special forms. This information was transferred to punch cards for machine scoring.

After tabulating the results, the data were processed to discover statistically significant differences in inter-group responses. The Harvard School Executive studies,¹ used the chi-square test to eliminate chance differences between superintendents and their respective school boards. This study used the same test in a similar manner to eliminate chance differences of opinion between teachers and trustees

in Alberta divisions and counties.

The chi-square is useful in testing for the "significance of the differences between two independent samples."² In this study, the total number of "positive" responses and the total number of "negative" responses for teachers and trustees formed the categories. The test was to ascertain whether or not the two independent samples came from the same population. If they did not, then a significant difference of opinion was registered.

The "yes" responses of teachers and the "yes" responses of trustees formed the positive categories. The "no" responses and the "uncertain" responses were combined for each group, to form the "negative" categories. For example, in statement number one, personnel policies: teachers responding "yes," 95, teachers responding "no," 64, teachers responding "uncertain," 11; trustees responding "yes," 43, trustees responding "no," 88, trustees responding "uncertain," 3. These data were placed in a 2 x 2 contingency table in the following manner:

	Positive Category	Negative Category	Total
Teachers	95	75	170
Trustees	43	91	134
Total	138	166	304

The totals of the positive and of the negative categories for teachers and for trustees for each issue were given the χ^2 test. Although no statement of a null hypothesis was made, the χ^2 test did, in fact, test whether the observed breakdown of frequencies in a 2 x 2 contingency table could have occurred under H_0 . The formula used was:

$$\chi^2 = \frac{N (AD - BC)^2}{(A + B)(C + D)(A + C)(B + D)} \quad df = 1.$$

The formula is appropriate for machine computation and was so used in this study. A manual calculation, using this formula and the data found in the 2 x 2 contingency table above, follows:

$$\begin{aligned}
 x^2 &= 304 \frac{(|95 \times 91 - 75 \times 43| - 304/2)^2}{(95 + 75)(43 + 91)(95 + 43)(75 + 91)} \\
 &= 304 \frac{(8645 - 3225 - 152)^2}{170 \times 134 \times 138 \times 166} \\
 &= \frac{304 (5268)^2}{521,844,240} \\
 &= \frac{8436554496}{521844240} \\
 &= 16.17
 \end{aligned}$$

In essence, the following procedure took place regarding each of the seventy-nine issues used, to ascertain whether there was a difference of opinion, that is, lack of agreement, between teachers and trustees.

1. Statistical test. The chi-square test for two independent samples was chosen because the two groups (teachers and trustees) are independent, and because the "scores" under study are frequencies in discontinuous categories (positive responses and negative responses).

2. Significance level. Let $\alpha = .01$. N = the number of teachers and trustees, 305. It was found, however, that the number of teachers, 171, and the number of trustees, 134, did not remain constant figures for many statements. Either respondents overlooked an issue or failed to respond in any form; whenever this occurred, N would be changed accordingly.

3. Sampling distribution. Chi-square as computed from the formula has a sampling distribution which is approximated by the chi-square distribution with one degree of freedom. The critical values of chi-

square are given in each table which indicates inter-group conflict, the first table in each section of the report.

4. Rejection level. The region of rejection consists of all values of X^2 which are so large that the probability associated with their occurrence was equal to or less than $\alpha = .01$. Therefore, rejection occurs when $X^2 \geq 6.64$. On the rejection that there was no significant difference of opinion between teachers and trustees, this study stated there was lack of agreement which was interpreted as being inter-group conflict.

The inter-group conflicts that were found to exist, were then measured for degree of severity. The total of the "yes" scores for each group was converted to a per cent of the total respondents for each group. The resulting percentage of "agreement" for the teachers was compared to the percentage of "agreement" for the trustees. The difference was judged for the degree of inter-group conflict according to the scales presented on page 7, supra. For example, in statement number one: teachers agreeing, 95, teacher respondents, 170; trustees agreeing, 43, trustee respondents, 134. Compare 95/170 to 43/134. A difference of 24 per cent falls between 10 per cent and 24 per cent, so a third degree conflict is registered.

Intra-group conflicts were determined by a procedure similar though not identical to that used by Cheal.³ The "uncertain" scores were disregarded and "agree" and "disagree" frequencies were converted to percentages of the combined total of respondents. Based on the majority opinion within a group, the degree of intra-group conflict was calculated according to the scale presented on page 7, supra. It was

decided that statements registering 80 per cent or more within a group was sufficient evidence to signify consensus. Statements where more than one-third of the respondents marked "uncertain" were discarded as unusable. It was noted that in instances of this kind, the positive and negative responses were very nearly equal, which would be judged as a severe conflict; yet a large portion of the group did not feel strongly enough about the statement to register a definite opinion, and consequently, it was decided not to accept these statements as demonstrating intra-group conflict. Following is an example of how an intra-group conflict was calculated: in statement number four: 38 teachers agreed, 103 teachers disagreed. Comparing the majority response with the total response, the percentage 73 would fall between 66 per cent and 79 per cent, and so this statement registers a third degree conflict.

Column B of the questionnaire asked each respondent to indicate an opinion as to the importance of each statement. The importance of a statement was found by converting the "yes" responses for teachers and trustees to a percentage of the total respondents. For example, in statement number two, personnel policies: 91 teachers and 63 trustees thought the statement to be important. The sum, 154, was converted to a percentage of the total population of 270. The degree of importance was measured according to the scale on page 8, supra, so 57 per cent is registered as second degree importance.

It was decided to present the results in two chapters. Chapter IV presents an analysis of the data relative to personnel policies under eight section headings as indicated by Table I. Chapter V presents an analysis of the data relative to educational policies under nine section headings as indicated by Table I, also.

REFERENCES FOR CHAPTER III

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²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (McGraw-Hill Book Company, Inc.,), pp. 104-111.

³J. E. Cheal, "Role-Conflict in the Principalship of the Composite High School" (unpublished Master's thesis, University of Alberta, Edmonton, 1958), p. 41.

CHAPTER IV

THE RESULTS--PERSONNEL POLICIES

Part II of the questionnaire presented thirty-four statements, without section headings, to the teachers and trustees. The section headings and the applicable statements are found in Table I, page 25, supra. In this chapter the findings are reported by sections, namely: teacher preparation, selection and appointment, working conditions, salaries and negotiations, teaching profession act, teachers and the labour act, academic freedom, and evaluation of competence. Three tables and an exposition of tabulated data form the report of each section.

It is important at this time to explain the utility of the chi-square test scores which are recorded in each table relating to inter-group conflict, since only indirect reference is made regarding the test throughout the reporting of the tabular data. It was believed advisable, at the outset of this study, to obtain a dependable point of departure. Therefore, the frequency scores for each statement of issue were subjected to the χ^2 test to provide statistical evidence that each statement where conflict was claimed to exist, was in fact not an apparent conflict resulting by chance. In addition, the range of the χ^2 test scores assisted in the formation of the scale which indicates the relative degree of inter-group conflict.

I. TEACHER PREPARATION

This section of the questionnaire dealt with five statements concerned with teacher preparation. Table II summarizes teacher-trustee opinions on these statements. Statements one and two produced third degree conflict. Statements three, four and five showed no significant conflict.

Teachers believed, to some extent, that it is desirable for elementary teachers to possess a university degree while the trustees opposed the idea, creating an intense inter-group conflict. More than one-third of the teachers and approximately two-thirds of the trustees believed that elementary teachers do not require a bachelor's degree. Sixty-nine per cent of the teachers and 83 per cent of the trustees were of the opinion that universities could train personnel who are able to teach any grade level from grade one to grade twelve. Ninety per cent of the respondents agreed that beginning teachers should be given the opportunity to teach at various grade levels until they have found the area most suited to their temperament and academic abilities, although an occasional written comment suggested that this may be harmful to the students. Approximately 70 per cent of the respondents believed that teachers trained in the secondary pattern should be permitted to teach in the elementary grades and vice versa. According to more than 80 per cent of the teachers and trustees, certificates of Alberta teachers should not remain at interim status until after a teacher has received a bachelor's degree.

Table III is concerned with the incidence of intra-group conflict

TABLE II

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING TEACHER PREPARATION

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	%	Trustees No.	%		
(1) It is desirable for all elementary teachers to possess a university degree.	16.17	95	56	43	32	24	3rd
(2) Universities can train teachers who are able to teach from Grades 1-12.	6.99	118	69	108	83	14	3rd
(3) Young teachers should be given the opportunity to teach at various grade levels until they have found the area most suited to their temperament and academic abilities.	0.02	155	91	119	89	2	-
(4) Teachers trained in the Secondary programme should not be permitted to teach in elementary grades and vice versa.	0.71	38	27	43	32	5	-
(5) All Alberta teachers' certificates should remain interim until a bachelor's degree has been obtained.	0.55	31	18	19	14	4	-

.01 level of confidence 6.64.

TABLE III

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING TEACHER PREPARATION

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Degree of Conflict	Majority Response "Yes" "No"	Trustees No.	% Conflict	Degree of Conflict
(1) It is desirable for all elementary teachers to possess a university degree.	95	159	60	2nd	88	131	67
(2) Universities can train teachers who are able to teach from Grades 1-12.	118	148	80	-	108	119	-
(3) Young teachers should be given the opportunity to teach at various grade levels until they have found the area most suited to their temperament and academic abilities.	155	162	96	-	119	128	93
(4) Teachers trained in the secondary programme should not be permitted to teach in elementary grades and vice versa.	103	141	73	3rd	60	103	58
(5) Alberta teachers' certificates should remain interim until a bachelor's degree has been obtained.	124	155	80	-	101	120	84

or consensus, and the relative degree of existing conflict on issues regarding teacher preparation. Four cases of intra-group conflict were found to exist, two among teachers and two among trustees. Issues two, three and five exhibited within-group consensus for both teachers and trustees.

The statement regarding the desirability of all elementary teachers possessing a university degree produced conflict within both teacher and trustee groups. The majority of teachers probably favored the idea of a degree because of the professional status it provides, while the majority of trustees were in opposition. Both teachers and trustees disagreed within their respective groups regarding the statement that teachers trained in the secondary programme should not be permitted to teach in elementary grades and vice versa. It should be pointed out, however, that the majority of teachers and trustees were against restricting teachers to their area of specialty.

Table IV deals with the degree of importance of statements regarding teacher preparation. Three of the five statements of issue, numbers one, two and three, were judged important by both teachers and trustees. Statement number four produced intra-group conflict among teachers and among trustees, yet it was classified as unimportant. Statement number three regarding the opportunity of young teachers to teach at various grade levels to find where they function best produced neither inter-group nor intra-group conflict but was registered as first order importance.

Summary

The section regarding teacher preparation produced two third

TABLE IV

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING TEACHER PREPARATION

Statement of Issue	Agreeing Teachers		Trustees		Combined % of Agreement	Degree of Importance
	No.	%	No.	%		
(1) It is desirable for all elementary teachers to possess a university degree.	88	55	49	42	49	3rd
(2) Universities can train teachers who are able to teach from Grades 1-12.	91	58	63	57	58	2nd
(3) Young teachers should be given the opportunity to teach at various grade levels until they have found the area most suited to their temperament and academic abilities.	123	76	91	77	77	1st
(4) Teachers trained in the Secondary programme should not be permitted to teach in elementary grades and vice versa.	61	39	42	39	39	-
(5) All Alberta teachers' certificates should remain interim until a bachelor's degree has been obtained.	76	47	45	39	43	-

degree inter-group conflicts between teachers and trustees. Three issues exhibited no significant conflict. Four intra-group conflicts were found to exist, two among teachers and two among trustees. Three cases of within-group consensus were noted for teachers and trustees. Three of the five issues were considered important by the respondents.

Many teachers and most trustees believed that teaching elementary grades does not demand the acquisition of a university degree. Both groups felt that training for a particular pattern did not hamper a teacher's capacity to function at another level. As a matter of fact, high consensus of the respondents affirmed that young teachers should be allowed to experiment at various grade levels in an effort to find their best level of proficiency. This practice could be harmful to students by reducing instructional efficiency. Strong assurance was obtained that teachers and trustees do not wish permanent certification to be tied to a bachelor's degree.

II. SELECTION AND APPOINTMENT

This section of the questionnaire presented five statements to the teachers and trustees. Table V reveals the incidence of inter-group conflict and the relative intensity of conflict regarding selection and appointment. Statements seven and nine produced third degree conflict and statement number eight produced second degree conflict. Statements six and ten showed no significant conflict.

Employers and employees--80 per cent--felt strongly that race, religion, and color should not be factors to consider when teachers are being chosen for a position. More than 80 per cent of the trustees

TABLE V

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING SELECTION AND APPOINTMENT

Statement of Issue	Chi Square Test	Agreeing		% of Conflict	Degree of Conflict
		Teachers No.	%		
(6) Race, religion, and color should be factors to consider when teachers are being chosen for a position.	0.42	27	16	26	24
				8	-
(7) School boards should, whenever possible, make administrative appointments from staff personnel within their own jurisdiction.	7.11	114	67	109	81
				14	3rd
(8) There is equality of opportunity for men & women teachers to advance to administrative or supervisory positions in our system.	48.66	46	27	90	68
				41	2nd
(9) School boards should be guided mainly by the superintendent's recommendations when appointing teachers to administrative or supervisory positions.	10.98	108	63	108	81
				18	3rd
(10) Our school board allows important individuals to influence its decisions on teacher appointments.	2.76	39	23	20	15
				8	-

.01 level of confidence 6.64.

believed that administrative appointments should be made from staff personnel within their own jurisdiction. Teachers, too, favored this approach, 67 per cent responding affirmatively. Two-thirds of the trustees believed there is equality of opportunity for men and women teachers to advance to administrative and supervisory positions in their jurisdictions, while only 27 per cent of the teachers concurred. This statement produced an intense conflict probably indicating that desirable practice varies from actual practice. When appointments are being considered, the advice of the superintendent was believed to be an important guide to the school board. The trustees felt more strongly that this was so, although a majority of each group concurred. Trustees did not believe the school board was influenced by important individuals outside the school administration; however, only 23 per cent of the teachers possessed a similar view. Many teachers lacked a definite point of view regarding this issue.

Table VI reviews the incidence of intra-group conflict or consensus, and the relative degree of existing conflict regarding selection and appointment. Three cases of intra-group conflict were found to exist, two among teachers and one among trustees. Issues six and seven produced within-group consensus for both teachers and trustees.

The statement regarding the equality of opportunity for men and women teachers to advance to administrative or supervisory positions produced within-group conflict for both teachers and trustees. It is important to note that this issue produced intense inter-group conflict as well, and therefore, seems to be an area in education where further study and understanding are required. Within their group, teachers

TABLE VI

INTRAGROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING SELECTION AND APPOINTMENT

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Degree of Conflict %	Majority Response "Yes" "No"	Trustees No.	Degree of Conflict %
(6) Race, religion, and color should be factors to consider when teachers are being chosen for a position.		127	154 83	-	107	133 80
(7) School boards should, whenever possible, make administrative appointments from staff personnel within their own jurisdiction.		114	137 83	-	109	124 88
(8) There is equality of opportunity for men and women teachers to advance to administrative or supervisory positions in our system.		99	145 68	3rd	90	124 73
(9) School boards should be guided mainly by the superintendent's recommendations when appointing teachers to administrative or supervisory positions.		108	148 73	3rd	108	127 85
(10) Our school board allows important individuals to influence its decisions on teacher appointments.	53 .92	-	-	-	108	128 84

questioned whether the recommendations of the superintendent were, in fact, the best guide for school boards in making appointments. The issue relative to important individuals affecting the board's decision on teacher appointments was discarded from this part of the study.

"Uncertain" responses among teachers in this regard were very high.

There was within-group consensus among trustees except for issue number eight in this entire section.

Table VII is concerned with the importance placed on each issue by teachers and by trustees regarding selection and appointment. Four of the five statements were thought to be important by teachers and trustees. The one issue that registered less than third degree importance was the statement regarding equality of opportunity which produced inter-group conflict as well as intra-group conflict among teachers and among trustees.

Summary

The issues on selection and appointment produced three inter-group conflicts and two cases that exhibited no significant conflict. Three third degree conflicts within groups were noted, two among teachers and one among trustees. Teachers exhibited within-group consensus on two occasions and trustees exhibited consensus for all issues except one. Four of the five issues presented were considered to be important by the respondents.

Trustees believed there is equal opportunity for men and women teachers to advance to administrative or supervisory positions; and they preferred to choose from personnel within their own school jurisdiction. Teachers agreed that this is desirable but did not believe

TABLE VII

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING SELECTION AND APPOINTMENT

Statement of Issue	Agreeing		Combined		Degree of Importance
	Teachers No.	%	Trustees No.	%	
(6) Race, religion, and color should be factors to consider when teachers are being chosen for a position.	81	51	67	56	54 3rd
(7) School boards should, whenever possible, make administrative appointments from staff personnel within their own jurisdiction.	78	48	56	48	48 3rd
(8) There is equality of opportunity for men and women teachers to advance to administrative or supervisory positions in our system.	59	37	54	47	42 -
(9) School boards should be guided mainly by the superintendent's recommendations when appointing teachers to administrative positions.	112	70	77	68	69 2nd
(10) Our school board allows important individuals to influence its decisions on teacher appointments.	88	56	75	65	61 2nd

that it prevails in actual practice. Both groups conceded that race, religion and color are not major factors of consideration, when school boards make appointments; although a major determiner apparently, is the recommendation of the superintendent.

III. WORKING CONDITIONS

This section of the questionnaire dealt with six statements concerned with working conditions. Table VIII reveals the incidence of conflict, and the relative intensity of conflict between teachers and trustees. Statements twelve and sixteen produced first degree conflict, statements eleven and fourteen second degree conflict, and statement thirteen, third degree conflict. There was no significant difference of opinion regarding statement number fifteen.

Eighty-five per cent of the teachers believed that working conditions should be part of the collective agreement between teachers and school boards. Fifty-six per cent of the trustees agreed. This issue produced second degree inter-group conflict, yet the majority response for each group was favorable. Forty per cent of the trustees were in opposition. Teachers felt very strongly--85 per cent--in favor of at least one preparation period per day. Only 35 per cent of the trustees concurred, though another 19 per cent of the trustees had no definite opinion regarding the issue. This statement registered a first degree conflict.

Thirty-two per cent of the teachers and only ten per cent of the trustees believed teachers should be permitted to leave the school during regular hours to attend to personal affairs, even if this does

TABLE VIII
INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING WORKING CONDITIONS

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	%	Trustees No.	%		
(11) Working conditions of teachers should be part of the collective agreements between teachers and school boards.	29.91	145	85	75	56	29	2nd
(12) Teachers should be given at least one preparation period during a regular working day.	78, 78	146	85	46	35	50	1st
(13) Teachers should be permitted to leave school during regular school hours to attend to personal affairs so long as this does not infringe upon their instructional time.	19.42	54	32	13	10	22	3rd
(14) When teachers must be available to supervise students' lunch hour, they are entitled to sufficient free time to eat their own lunch privately.	27.06	152	89	84	63	26	2nd
(15) A reasonable pupil-teacher ratio is twenty-five to one.	0.01	150	88	117	87	1	-
(16) School boards should provide more clerical assistance for schools.	59.75	134	79	45	34	45	1st

.01 level of confidence 6.64.

not infringe upon their instructional time. Teachers having to supervise lunch rooms should be permitted free time to eat their lunch privately according to 89 per cent of the teachers and 63 per cent of the trustees. Well over 80 per cent of the teachers and trustees agreed that a pupil-teacher ratio of 25 to 1 is reasonable. Seventy-nine per cent of the teachers believed that more clerical assistance should be provided in schools while 34 per cent of the trustees concurred. This issue produced an inter-group conflict of first order intensity.

Table IX is concerned with the incidence of intra-group conflict or consensus, and the relative degree of existing conflict on working conditions. Five cases of intra-group conflict were found to exist, one among teachers and four among trustees.

About one-third of the teachers felt that they should be permitted to leave the school premises during regular hours for personal affairs while 65 per cent disagreed, resulting in a within-group conflict. On all other issues regarding working conditions teachers exhibited a high degree of consensus. On the other hand, trustees disagreed among themselves over four issues, three of which registered second degree intensity. More than half of the trustees thought that working conditions should be part of the collective agreement while 38 per cent disagreed, producing conflict of the second order. Fifty-seven per cent of the trustees thought that teachers do not require at least one preparation period during the regular working day. As previously cited, this statement produced inter-group conflict of the first order as well as producing trustee intra-group conflict of a fairly high intensity.

TABLE IX

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING WORKING CONDITIONS

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Degree of Conflict	"Yes" % Conflict	Majority Response "Yes" "No"	No. % Conflict	Trustees No. % Conflict	Degree of Conflict
(11) Working conditions of teachers should be part of the collective agreements between teachers and school boards.	145	158	92	-	75	-	125	60
(12) Teachers should be given at least one preparation period during a regular working day.	146	164	89	-	60	106	57	2nd
(13) Teachers should be permitted to leave school during regular school hours to attend to personal affairs so long as this does not infringe upon their instructional time.	102	156	65	2nd	115	128	90	-
(14) When teachers must be available to supervise students' lunch hour, they are entitled to sufficient free time to eat their own lunch privately.	152	164	93	-	84	123	65	3rd
(15) A reasonable pupil-teacher ratio is twenty-five to one.	150	159	94	-	117	125	94	-
(16) School boards should provide more clerical assistance for schools.	134	149	90	-	58	103	56	2nd

Teachers were firmly convinced that preparation time is vital. Sixty-five per cent of the trustees believed teachers who have supervised student lunch hour were entitled to sufficient free time to eat their own lunch privately, although a minor within-group conflict resulted. According to 56 per cent of the trustees, school boards should not provide more clerical assistance to schools. This issue produced conflict of moderately high intensity among trustees.

Table X deals with the degree of importance of statements regarding working conditions. All six statements of issues were believed important by teachers and trustees. The issue registering first degree importance was number fifteen, regarding pupil-teacher ratio, which produced no inter-group nor intra-group conflict. All other issues regarding working conditions were considered moderately important by teachers and trustees.

Summary

The issues regarding working conditions produced five inter-group conflicts and one issue exhibited no significant conflict. Five intra-group conflicts were found to exist, one among teachers and four among trustees. Teachers displayed intra-group consensus regarding five issues; trustees, in contrast, exhibited consensus on two occasions. Each issue presented in this section was considered important by the respondents.

Respondents were provided with six issues pertaining to working conditions on which observations were made. The majority of teachers and trustees felt that working conditions should be part of the collective agreement. Many trustees opposed this idea. Teachers and trustees

TABLE X

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING WORKING CONDITIONS

Statement of Issue	Agreeing Teachers		Combined % of Agreement		Degree of Importance
	No.	%	No.	%	
(11) Working conditions of teachers should be part of the collective agreements between teachers and school boards.	134	84	72	64	74 2nd
(12) Teachers should be given at least one preparation period during a regular working day.	125	79	51	49	64 2nd
(13) Teachers should be permitted to leave school during regular school hours to attend to personal affairs so long as this does not infringe upon their instructional time.	86	54	86	73	64 2nd
(14) When teachers must be available to supervise students' lunch hour, they are entitled to sufficient free time to eat their own lunch privately.	121	75	55	50	63 2nd
(15) A reasonable pupil-teacher ratio is twenty-five to one.	148	91	85	78	85 1st
(16) School boards should provide more clerical assistance for schools.	113	68	45	42	55 2nd

generally believed that supervisors of the student lunch hour should be provided sufficient time to eat their own lunch privately. One-third of the trustees thought not. Intense disagreement exists between teachers and trustees regarding teacher time for preparation and provision for more clerical assistance. Teachers felt there was an urgent requirement; the majority of trustees disagreed. Both groups thought a pupil-teacher ratio of twenty-five to one was reasonable.

IV. SALARIES AND NEGOTIATIONS

This section of the questionnaire dealt with five statements concerned with salaries and salary negotiations. Table XI summarizes opinions on these statements. Statements nineteen and twenty produced first degree conflict, seventeen and twenty-one produced second degree conflict. Statement number eighteen produced no significant difference of opinion.

One-third of the teachers agreed with 77 per cent of the trustees that a provincial salary schedule for teachers should be adopted. It was believed some insight into a provincial salary schedule could be obtained from teacher-trustee opinions of superintendents' salaries. However, salary conditions of Alberta's departmental superintendents are apparently not known because 71 per cent of the teachers and 62 per cent of the trustees did not give a "yes" or "no" response for this issue. Ninety-one per cent of the trustees suggested that their community pays teachers as high a salary as it can afford but only 14 per cent of the teachers concurred. Teachers' salaries are high enough according to 75 per cent of the trustees but only seven per cent of the

TABLE XI

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING SALARIES AND NEGOTIATIONS

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	%	Trustees No.	%		
(17) A provincial salary schedule should be adopted for Alberta teachers.	55.41	56	33	101	77	44	2nd
(18) The salaries of Alberta's departmental superintendents are too low.	0.52	37	22	23	18	4	-
(19) Our community pays teachers as high a salary as it can afford.	173.46	24	14	120	91	77	1st
(20) Teachers' salaries are high enough.	142.79	12	7	98	75	68	1st
(21) Even though principals perform some management functions, they should be included in the collective salary agreement.	26.84	131	78	64	48	30	2nd

.01 level of confidence 6.64.

teachers agree. Over three-quarters of the teachers and approximately one-half the trustees agreed that principals, though performing some management functions, should be included in the collective salary agreement.

A glance at the magnitude of the chi-squares and the relative degree of conflict on statements in this section clearly indicates the high degree of feeling by teachers and trustees. Three cases of intense conflict are clearly evident.

Table XII deals with the incidence of intra-group conflict or consensus and the relative degree of existing conflict regarding salaries and negotiations. Two cases of intra-group conflict were found to exist, one among the teachers and one among the trustees. Issues nineteen and twenty produced intra-group consensus among teachers and among trustees while producing intense inter-group conflict. Statement number eighteen was discarded from this portion of the study as non-significant since both teachers and trustees appeared to know little about salaries of superintendents.

Statement seventeen produced conflict among teachers; about one-third of the teachers favor a provincial salary schedule and 63 per cent oppose one. Trustees strongly favor a provincial scale. The remaining issue in this section which produced intra-group conflict suggested that principals should be included in the collective agreement. Teachers displayed positive unanimity while the trustees exhibited first degree conflict regarding the issue. For the most part, within-group consensus was found to exist regarding salaries and negotiations for both the teachers and the trustees. Teachers

TABLE XII

INTRAGROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING SALARIES AND NEGOTIATIONS

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Degree of Conflict	Majority Response "Yes" "No"	Trustees No.	Degree of Conflict
(17) A provincial salary schedule should be adopted for Alberta teachers.	-					-
(18) The salaries of Alberta's departmental superintendents are too low.	37	49	-	-	39	62
(19) Our community pays teachers as high a salary as it can afford.	104	128	81	-	120	130
(20) Teachers' salaries are high enough.	128	140	91	-	98	108
(21) Even though principals perform some management functions, they should be included in the collective salary agreement.	131	144	91	-	64	116
					55	1st

generally opposed the issues presented and trustees favored them.

Table XIII is concerned with the importance placed on each issue by teachers and trustees regarding salaries and negotiations. All the issues presented were thought to be important with one exception, number eighteen, which, as previously indicated, was not usable for this part of the study. Issues seventeen, nineteen, and twenty, all exhibiting intense inter-group conflict, were judged to be of first order importance by the respondents.

Summary

The section on salaries and negotiations produced four inter-group conflicts and one issue proved unusable. Two cases of intra-group conflict were exhibited, one among teachers and one among trustees. Within-group consensus was found to exist regarding three issues for teachers and for trustees. Each issue was considered extremely important except for issue number eighteen which proved to be not usable.

The issues regarding salaries and negotiations produced intense conflict in all cases; nevertheless, the majority of the respondents favored the practice of including principals in the collective salary agreement. Trustees agreed among themselves that local effort is adequate and teachers' salaries are sufficiently high. Teachers disagreed with almost equal vigor. In regard to a provincial salary schedule, trustees believed it would be desirable while 63 per cent of the teachers opposed the idea. This area requires a great deal of objective study and understanding by both relating groups.

TABLE XIII

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING SALARIES AND NEGOTIATIONS

Statement of Issue	Agreeing Teachers		Combined		Degree of Importance
	No.	%	No.	%	
(17) A provincial salary schedule should be adopted for Alberta teachers.	117	74	95	84	79 1st
(18) The salaries of Alberta's departmental superintendents are too low.	49	31	35	33	32 -
(19) Our community pays teachers as high a salary as it can afford.	124	78	105	94	86 1st
(20) Teachers' salaries are high enough.	137	86	91	83	85 1st
(21) Even though principals perform some management functions, they should be included in the collective agreement.	109	69	62	57	63 2nd

V. TEACHING PROFESSION ACT

This section of the questionnaire presented the teachers and trustees with two statements. Table XIV summarizes the incidence of conflict, and the relative intensity of conflict for teachers and trustees regarding the Teaching Profession Act. Statement twenty-two produced a conflict of the second magnitude.

Sixty-two per cent of the trustees believed that compulsory membership in the Alberta Teachers' Association should be abolished; 21 per cent of the teachers concurred. This statement produced intense inter-group conflict. Concurrence existed between teachers and trustees, 18 per cent and 16 per cent respectively, on the issue of whether the Teaching Profession Act should allow more than one corporate association to represent Alberta teachers.

Table XV reveals the incidence of intra-group conflict or consensus, and the relative degree of existing conflict regarding the Teaching Profession Act. Four cases of intra-group conflict were found to exist, two among the teachers and two among the trustees.

More than 20 per cent of the teachers wished compulsory membership in the A.T.A. abolished, while 77 per cent disagreed. Seventy-six per cent of the teachers did not want more than one corporate association. Seventy-one per cent of the trustees thought compulsory membership in the A.T.A. should be abolished. Sixty-two per cent of the trustees believed one corporate teachers' association is acceptable to them. Relative consensus among the teachers was higher than that of the trustees for this section.

Table XVI deals with the importance placed on each issue by the

TABLE XIV

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING TEACHING PROFESSION ACT

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	Teachers %	Trustees No.	Trustees %		
(22) To teach in Alberta, one must be a member of the ATA; this compulsory membership should be abolished.	51.08	36	21	83	62	41	2nd
(23) The Teaching Profession Act should allow for more than one corporate association to represent Alberta teachers.	2.92	30	18	35	16	2	-

.01 level of confidence 6.64.

TABLE XV

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING TEACHING PROFESSION ACT

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	%	Degree of Conflict	Majority Response "Yes" "No"	Trustees No.	%	Degree of Conflict
(22) To teach in Alberta, one must be a member of the ATA; this com- pulsory membership should be abolished.	119	155	77	3rd	83	117	71	3rd
(23) The Teaching Profession Act should allow for more than one corporate association to re- present Alberta teachers.	97	127	76	3rd	57	92	62	2nd

TABLE XVI

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING TEACHING PROFESSION ACT

Statement of Issue	Agreeing		Combined		Degree of Agreement	Degree of Importance
	Teachers No.	Teachers %	Trustees No.	Trustees %		
(22) To teach in Alberta, one must be a member of the ATA; this com- pulsory membership should be abolished.	127	79	77	69	74	2nd
(23) The Teaching Profes- sion Act should allow for more than one corporate associa- tion to represent Alberta teachers.	89	57	44	40	49	3rd

respondents regarding the Teaching Profession Act. Both issues were judged important by teachers and trustees. Issue twenty-two was registered as second order importance and statement twenty-three as third degree importance.

Summary

The issues regarding the Teaching Profession Act produced one second degree inter-group conflict and one case that exhibited no significant conflict. The maximum number of within-group conflicts for this section were found to exist, two among teachers and two among trustees. Both issues were believed important by the respondents.

Trustees, in opposition to the views of teachers, favored the abolition of compulsory teacher membership in the Alberta Teachers' Association. Teachers, rather strongly, opposed the idea that the Teaching Profession Act should allow more than one corporate association to represent Alberta teachers. A small majority of trustees agreed with their employees on this issue.

VI. TEACHERS AND THE LABOUR ACT

Table XVII was concerned with the incidence of conflict, and the relative intensity of conflict between groups. Statement twenty-four produced an inter-group conflict of first order intensity. Statement twenty-five produced second degree conflict between teachers and trustees.

The rights of Alberta teachers to bargain collectively in accordance with the Alberta Labour Act should be protected according to

TABLE XVII

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING TEACHERS AND THE LABOUR ACT

Statement of Issue	Chi-Square Test	Agreeing Teachers No.	Agreeing Teachers %	Agreeing Trustees No.	Agreeing Trustees %	% of Conflict	Degree of Conflict
(24) The rights of Alberta teachers to bargain collectively in accordance with the Alberta Labour Act should be protected.	95.42	161	95	55	43	52	1st
(25) Teachers should never resort to strike action.	26.52	33	19	63	48	29	2nd

.01 level of confidence 6.64.

95 per cent of the teachers but only 43 per cent of the trustees concurred. However, 32 per cent of the trustees did not check the "yes" or "no" response, indicating the lack of a definite opinion regarding this issue. About one-fifth of the teachers and one-half of the trustees believed that teachers should never resort to strike action, while another 21 per cent of the teachers expressed no definite opinion.

Table XVIII reveals the incidence of intra-group conflict or consensus, and the relative degree of existing conflict regarding teachers and The Labour Act. Teachers almost unanimously agreed that their rights to bargain collectively in accordance with the Alberta Labour Act should be protected. Over one-third of the trustees had no definite opinion regarding this issue so the issue was discarded. Statement twenty-five regarding strike action produced third degree intra-group conflict among teachers and first degree conflict among trustees. Seventy-six per cent of the teachers favored the use of strike action while 53 per cent of the trustees disagreed.

Table XIX provides information regarding the importance placed on each issue by teachers and trustees. For the two issues presented, both registered first degree importance.

Summary

Two issues were presented to the respondents regarding teachers and The Labour Act. Two inter-group conflicts were found to exist. Two within-group conflicts were noted, one among teachers and one among trustees. Teachers exhibited intra-group consensus for one issue. One issue was unusable for this portion of the study because more than one-third of the trustees did not respond "yes" or "no." Both issues were

TABLE XVIII

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING TEACHERS AND THE LABOUR ACT

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Degree of Conflict %	Majority Response "Yes" "No"	Trustees No.	Degree of Conflict %
(24) The rights of Alberta teachers to bargain collectively in accordance with the Alberta Labour Act should be protected.	161	166	97	-	55	87 -
(25) Teachers should never resort to strike action.	103	136	76	3rd	63	120 53 1st

TABLE XIX

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING TEACHERS AND THE LABOUR ACT

Statement of Issue	Agreeing		Combined		Degree of Importance
	Teachers No.	%	Trustees No.	%	
(24) The rights of Alberta teachers to bargain collectively in accordance with the Alberta Labour Act should be protected.	152	94	74	69	82
(25) Teachers should never resort to strike action.	136	86	101	84	85

judged to be of first order importance by the respondents.

Virtually all the teachers and 43 per cent of the trustees want the collective bargaining rights of teachers protected. Teachers and trustees are divided within their groups and between the groups regarding the use of strike. Trustees in general opposed strike action; teachers in general favored it.

VII. ACADEMIC FREEDOM

Teachers and trustees were presented with five statements regarding academic freedom. Table XX gives a summary of the inter-group conflicts resulting from these issues. Statement thirty produced a second degree conflict and statements twenty-six, twenty-seven, and twenty-eight produced third degree conflict. Statement twenty-nine produced no significant conflict.

Individual teachers should be free to use what they believe to be good teaching methods according to 75 per cent of the teachers and 53 per cent of the trustees. One-third of the teachers and slightly more than half of the trustees agreed that teachers must not interpret theories in the classroom that may be in opposition to the Christian view. This statement produced intense inter-group conflict. Trustees very strongly agreed with about two-thirds of their employees that a teacher's habits regarding dress, drinking, and smoking must meet the moral standards set by the employing community. Written comments, primarily by teachers, indicated that a standard higher than that set by the community was desirable, e.g., "How can a teacher teach health who reeks with nicotine?" Schools must acquaint children with a variety of

TABLE XX

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING ACADEMIC FREEDOM

Statement of Issue	Chi-Square Test	Agreeing Teachers No.	Agreeing Teachers %	Agreeing Trustees No.	Agreeing Trustees %	% of Conflict	Degree of Conflict
(26) Individual teachers should be free to use what they believe to be good teaching methods.	14.01	127	75	68	53	22	3rd
(27) Teachers must not interpret theories, in the classroom, that may be in opposition to the Christian view.	13.05	57	34	72	56	22	3rd
(28) A teacher's habits regarding dress, drinking, smoking, etc., must meet the moral standards set by the employing community.	21.45	113	67	119	90	23	3rd
(29) Schools must acquaint children with a variety of philosophic views.	1.83	119	70	81	62	8	-
(30) Teachers should assist in one or more volunteer community youth organizations.	32.23	59	35	91	68	33	2nd

.01 level of confidence 6.64.

philosophic views according to 70 per cent of the teachers and 62 per cent of the trustees. Some degree of positive consensus on issue twenty-nine appears to be in opposition to thinking on issue number twenty-seven. Only one-third of the teachers agreed with two-thirds of the trustees that teachers should assist in one or more volunteer community youth organizations. This statement produced intense inter-group conflict.

Table XXI reveals the incidence of intra-group conflict or consensus, and the relative degree of existing conflict regarding academic freedom. Five cases of intra-group conflict were found to exist, three among the teachers and two among the trustees. Issue twenty-nine produced within-group consensus by both teachers and trustees.

The statement regarding a teacher's freedom to use what is believed to be good teaching methods was supported by 62 per cent of the trustees producing within-group conflict. Consensus among teachers prevailed, favoring freedom of choice in this regard. Teachers and trustees exhibited intra-group conflict within their respective groups regarding instructional freedom of interpreting the Christian doctrine. A large number of teachers--60 per cent--agreed that interpretation of theories in the classroom in opposition to the Christian view was not wrong, although 59 per cent of the trustees thought it was wrong. Teachers exhibited a third degree conflict regarding the moral standards set by the employing community even though teachers and trustees agreed that high moral tone was essential. As for active participation in local activities, many teachers had strong opinions regarding assistance

TABLE XXI

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING ACADEMIC FREEDOM

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Teachers % Conflict	Degree of Conflict	Majority Response "Yes" "No"	Trustees No. % Conflict	Degree of Conflict
(26) Individual teachers should be free to use what they consider to be good teaching methods.	127	-	145 87	-	68	110 62	2nd
(27) Teachers must not interpret theories, in the classroom, that may be in opposition to the Christian view.	84	141	60	2nd	72	123 59	2nd
(28) A teacher's habits regarding dress, drinking, smoking, etc., must meet the moral standards set by the employing community.	113	153	74	3rd	119	129 92	-
(29) Schools must acquaint children with a variety of philosophic views.	119	136	88	-	81	101 80	-
(30) Teachers should assist in one or more volunteer community youth organizations.	71	130	55	1st	91	111 82	-

in volunteer community youth organizations. Comments indicated that it was unwise to expect teachers to work with children in the evening as well as during the day. Trustees exhibited greater consensus within their group than did teachers regarding statements on academic freedom.

Table XXII is concerned with the importance placed on each issue by the respondents regarding academic freedom. Four of the five statements of issue were thought to be important by teachers and trustees. Issue thirty, regarding teacher assistance in volunteer youth work, was not thought to be an important issue, yet it produced intense inter-group conflict and within-group conflict among teachers. The statement regarding teaching methods and moral standards of the community registered as first order importance.

Summary

The issues regarding academic freedom produced four inter-group conflicts and one case that exhibited no significant conflict. Five within-group conflicts were found to exist, three among teachers and two among trustees. Teachers exhibited two cases of intra-group consensus and trustees three cases. All the issues were judged to be important except for statement thirty.

Teachers desired freedom regarding teaching methods and the presentation of philosophic views. The majority response among trustees favored teachers' choice of methodology but opposed the idea that teachers may interpret theories in opposition to the Christian view. Both groups agreed, that schools should acquaint children with a variety of philosophic views. Trustees and teachers concurred regarding the

TABLE XXII
IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING ACADEMIC FREEDOM

Statement of Issue	Agreeing		Combined		Degree of Importance
	Teachers No.	%	Trustees No.	%	
(26) Individual teachers should be free to use what they believe to be good teaching methods.	128	82	79	72	77 1st
(27) Teachers must not interpret theories, in the classroom, that may be in opposition to the Christian view.	116	74	82	72	73 2nd
(28) A teacher's habits regarding dress, drinking, smoking, etc., must meet the moral standards set by the employing community.	110	70	99	85	78 1st
(29) Schools must acquaint children with a variety of philosophic views.	96	61	51	47	54 3rd
(30) Teachers should assist in one or more volunteer community youth organizations.	57	36	50	45	41 -

issue that teachers meet the moral standards set by the employing community. Within-group conflict among teachers and between-group conflict was evident regarding teacher involvement in volunteer community youth work.

VIII. EVALUATION OF COMPETENCE

This part of the questionnaire presented teachers and trustees with four statements. Table XXIII dealt with the incidence of conflict, and the relative intensity of conflict regarding evaluation of competence. Statements thirty-one and thirty-four evidenced third and second degree conflict, respectively. Statements thirty-two and thirty-three produced no significant conflict.

About two-thirds of the trustees and slightly less than half of the teachers thought that the principal had knowledge of the teachers' everyday performance. Fifty-four per cent of the trustees and 43 per cent of the teachers believed that the principal was the person most able to evaluate teacher competence, while 40 per cent of the teachers disagreed. Thirty per cent of the teachers and trustees agreed that their school board would be satisfied if 20 per cent of the Grade XII student population was adequately prepared for admission to the University of Alberta annually; the remaining 70 per cent opposed this contention. Only 20 per cent of the teachers thought their competence can be measured in terms of student achievement, although 62 per cent of the trustees believed this is possible. This statement produced an intense inter-group conflict.

Table XXIV reveals the incidence of intra-group conflict or

TABLE XXIII

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING EVALUATION OF COMPETENCE

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	Teachers %	Trustees No.	Trustees %		
(31) The principal has knowledge of the teachers' everyday performance.	9.60	80	47	86	66	19	3rd
(32) The principal is the person best able to evaluate teacher competence.	3.28	72	43	71	54	11	-
(33) Our school board would be satisfied if 20% of our Grade XII students were adequately prepared for admission to the University of Alberta each year.	0.06	49	29	41	31	2	-
(34) Teacher competence can be measured in terms of student achievement.	52.06	34	20	81	62	42	2nd

.01 level of confidence 6.64.

TABLE XXIV

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING EVALUATION OF COMPETENCE

Statement of Issue	Majority Response "Yes" "No"	Teachers No. %	Degree of Conflict	Majority Response "Yes" "No"	Trustees No. %	Degree of Conflict
(31) The principal has knowledge of the teachers' everyday performance.	80	148 54	1st	86	112 77	3rd
(32) The principal is the person best able to evaluate teacher competence.	72	140 51	1st	71	106 67	3rd
(33) Our school board would be satisfied if 20% of our Grade XII student population was adequately prepared for admission to the University of Alberta each year.	63	112 -	-	-	83 124 67	3rd
(34) Teacher competence can be measured in terms of student achievement.	108	142 76	3rd	81	113 72	3rd

consensus, and the relative degree of existing conflict regarding evaluation of competence. Seven cases of intra-group conflict were found to exist, three among teachers and four among trustees. No area of within-group consensus was found for this section. Statement number thirty-three was discarded as invalid for the teachers because 34 per cent had no definite point of view.

Within-group conflict among teachers was most severe regarding the statement that principals possess a knowledge of a teacher's everyday work. The trustees questioned this statement too, but not nearly so strongly. That the principal should be the person most able to assess teacher competence produced an intra-group conflict of the first order among teachers and third degree conflict among trustees. Trustees generally thought that the principal is the person to evaluate and that he has the required information. Trustees felt that 20 per cent of the Grade XII student population receiving senior matriculation yearly was inadequate. Teacher competence cannot be measured in terms of student achievement according to 76 per cent of the teachers. Seventy-two per cent of the trustees believed it could. This statement produced third degree conflict among teachers and among trustees.

Table XXV deals with the relative degree of importance placed on the issues by the respondents. All the statements of issue were judged to be of second order importance by teachers and trustees. Trustees placed greater importance on the issues regarding evaluation of teacher competence than did the teachers.

Summary

Four issues regarding evaluation of teachers were presented to

TABLE XXV

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING EVALUATION OF COMPETENCE

Statement of Issue	Agreeing		Combined		Degree of Importance
	Teachers No.	Teachers %	Trustees No.	Trustees %	
(31) The principal has knowledge of the teacher's everyday performance.	85	55	87	77	66 2nd
(32) The principal is the person best able to evaluate teacher competence.	92	59	79	72	66 2nd
(33) Our school board would be satisfied if 20% of our Grade XII student population was adequately prepared for admission to the University of Alberta each year.	87	55	90	83	69 2nd
(34) Teacher competence can be measured in terms of student achievement.	117	75	72	67	71 2nd

the teachers and trustees and two cases of inter-group conflict were recorded. Intra-group conflict was found to exist in seven cases, three among teachers and four among trustees. All the issues were judged to be second order importance by the respondents.

It appears that teachers generally do not wish the principal to evaluate their competence; nor do they feel that he has the knowledge to do so. The majority of trustees are of an opposite view. Trustees believe that student achievement is a good criterion to measure teacher competence. Of course, expectation of what proper achievement is, would create problems--as evidenced by the respondents' views regarding statement number thirty-three. In this particular case, trustees infer that 20 per cent of the grade twelve student population successfully meeting matriculation standards is insufficient. Teachers, too, believe school boards would be dissatisfied with a proportion of this size.

IX. SUMMARY OF CHAPTER IV

This chapter reported the findings regarding eight major educational issues. The eight issues were examined in the form of thirty-four related statements ranging from two issues regarding the Teaching Profession Act to six issues regarding working conditions. All the statements presented were judged to be important by the respondents, with five exceptions, namely: statements four, five, eight, eighteen, and thirty. Inter-group conflict was found to exist in twenty-three cases. Intra-group conflict was found to exist in thirty-two cases.

Inspection of the twenty-three cases of inter-group conflict revealed some obvious facts. Inter-group conflict was found to exist

for 68 per cent of the cases. First degree inter-group conflict existed on approximately 15 per cent of the issues, second degree inter-group conflict on nearly 26 per cent of the issues, third degree inter-group conflict on nearly 26 per cent of the issues, and on the remaining issues--33 per cent--exhibited no significant conflict.

Since conflicts are not necessarily harmful, it is necessary to determine which of the existing conflicts are most portentous.. Issues where the majority of teachers responded "yes" while the majority of the trustees responded "no" or vice versa, were considered to be conflicts of a most intense nature. Of the twenty-three cases of inter-group conflict, twelve cases or 35 per cent exhibited conflict of an intense nature. The issues in this classification are: statements one, eight, twelve, sixteen, seventeen, nineteen, twenty, twenty-two, twenty-five, twenty-seven, thirty, and thirty-four. There were three cases of intense conflict regarding salaries and negotiations; two cases regarding working conditions; two regarding academic freedom; and one each regarding teacher preparation, selection and appointment, Teaching Profession Act, teachers and The Labour Act, and evaluation of teacher competence. More extensive study of teacher-trustee relations should be made in these areas of education.

The statements producing intense inter-group conflict are listed below:

1. It is desirable for all elementary teachers to possess a university degree.
2. There is equality of opportunity for men and women teachers to advance to administrative or supervisory positions in our system.

3. Teachers should be given at least one preparation period during a regular working day.

4. School boards should provide more clerical assistance for schools.

5. A provincial salary schedule should be adopted for Alberta teachers.

6. Our community pays teachers as high a salary as it can afford.

7. Teachers' salaries are high enough.

8. To teach in Alberta, one must be a member of the A.T.A.; this compulsory membership should be abolished.

9. Teachers should never resort to strike action.

10. Teachers must not interpret theories, in the classroom, that may be in opposition to the Christian view.

11. Teachers should assist in one or more volunteer community youth organizations.

12. Teacher competence can be measured in terms of student achievement.

Thirty-two cases of intra-group conflict were found to exist, fifteen among teachers and seventeen among trustees. The fifteen cases of intra-group conflict among teachers concern 44 per cent of the issues presented. Nine per cent were conflicts of the first degree, 12 per cent of second degree, and 23 per cent of third degree intensity. The seventeen cases of within-group conflict among trustees involved 50 per cent of the issues. Six per cent were conflicts of the first order, 21 per cent of the second order, and 23 per cent of third order intensity. Intra-group consensus was evident among teachers on 56 per cent of the

issues and among trustees on 50 per cent of the issues.

Intra-group conflict of first order intensity among teachers was found on three issues; statements thirty, thirty-one, and thirty-two all regarding academic freedom and evaluation of teaching competence. The statements of issue exhibiting first degree intra-group conflict are:

1. Teachers should assist in one or more volunteer community youth organizations.
2. The principal has knowledge of the teachers' everyday performance.
3. The principal is the person best able to evaluate teacher competence.

Intra-group conflict of first order intensity among trustees was found on two issues: statement number twenty-one regarding salaries and negotiations and statement number twenty-five regarding teachers and The Labour Act. The issues that produced intra-group conflict of the first order among trustees are:

1. Even though principals perform some management functions, they should be included in the collective salary agreement.
2. Teachers should never resort to strike action.

CHAPTER V

THE RESULTS--EDUCATIONAL POLICIES

Part III of the questionnaire presented forty-five statements without section headings to the teachers and trustees. The section headings and the applicable statements are found in Table I, page 25, supra. In the present chapter, findings are reported by sections, namely: buildings and equipment, supplies and resource material, curriculum, equality of opportunity, role performance, in-service education, tenure and dismissal, financing of education, and miscellaneous items. Three tables and an exposition form the report of each section. It should be noted here that the first table in each section presents, among other items, the results of the chi-square test. This test was used to ascertain which statements of issue exhibited inter-group conflict, significant at the .01 level of confidence.

I. BUILDINGS AND EQUIPMENT

This section of the questionnaire presented the teachers and trustees with seven statements. Table XXVI summarizes inter-group conflicts between teachers and trustees regarding buildings and equipment. Issues one, two and five showed no significant conflict. Statement number four produced second degree conflict and statements three, six, and seven produced third degree conflict.

Employers and employees agreed, 71 and 67 per cent respectively, that school buildings should be used by outside organizations, such as:

TABLE XXVI

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING BUILDINGS AND EQUIPMENT

Statement of Issue	Chi-Square Test		Agreeing		% of Conflict		Degree of Conflict
			Teachers No.	%	Trustees No.	%	
(1)							
School buildings should be used by outside organizations such as: Cubs & Scouts, Brownies & Guides, and all other youth organizations which are non-profit community groups.	0.30	121	71	88	67	4	-
(2)							
School buildings should be used by outside organizations such as: drama, square dance clubs, and religious groups when these adult organizations are non-profit community groups.	1.82	91	53	59	45	8	-
(3)							
Classrooms should be constructed with sliding panels or folding partitions so that small groups of ten or large groups of a hundred might be accommodated.	7.43	84	49	43	33	16	3rd
(4)							
At present, school buildings are properly heated and ventilated, resulting in optimum pupil and teacher efficiency during all seasons of the year.	27.72	70	41	96	72	31	2nd
(5)							
Our schools provide adequate space for fully equipped libraries.	2.74	54	32	55	42	10	-
(6)							
Every school having a library needs a part-time or full-time librarian.	11.68	155	91	99	76	15	3rd
(7)							
Our school system provides rooms adequately equipped & staffed for the fine arts (music, art, drama).	13.69	14	8	32	24	16	3rd

.01 level of confidence 6.64.

Cubs and Scouts, Brownies and Guides, and other youth organizations which are non-profit community groups. However, there seems to be considerable doubt among teachers and trustees regarding the desirability of allowing the use of school buildings by non-profit adult organizations. Fifty-three per cent of the teachers favored this use as compared to 45 per cent of the trustees. In regard to classroom construction in new buildings, 49 per cent of the teachers felt sliding panels or folding partitions were necessary to accommodate small or large classes. One-third of the trustees believed this to be a requirement. Approximately 20 per cent of each group gave the "uncertain" response regarding this issue. School buildings are properly heated and ventilated resulting in optimum pupil-teacher efficiency during all seasons of the year according to 72 per cent of the trustees. Nevertheless, only 41 per cent of the teachers who instruct in these buildings concur.

Thirty-two per cent of the teachers and 42 per cent of the trustees believed schools presently provide adequate space for fully equipped libraries. Yet, 76 per cent of the trustees agreed with 91 per cent of the teachers that every school having a library requires a part-time or full-time librarian. Neither teachers nor trustees felt that their school system provided rooms adequately equipped and staffed for the fine arts. Eight per cent of the teachers and 24 per cent of the trustees believed present conditions were satisfactory.

Statements three and four produced inter-group conflict of the third and second order, respectively.

Table XXVII deals with intra-group conflicts of teachers and trustees regarding buildings and equipment. Nine cases of intra-group

TABLE XXVII

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING BUILDINGS AND EQUIPMENT

Statement of Issue	Majority Response "Yes" "No"	Teachers No. %	Conflict "Yes" "No"	Degree of Response "Yes" "No"	Majority Response "Yes" "No"	Trustees No. %	Degree of Conflict
(1) School buildings should be used by outside organizations such as: Cubs & Scouts, Brownies & Guides, and all other youth organizations which are non-profit community groups.	121	150 81	-	88	124 71	3rd	
(2) School buildings should be used by outside organizations such as: drama, square-dance clubs, & religious groups when these adult organizations are non-profit community groups.	91	137 66	3rd	64	123 52	1st	
(3) Classrooms should be constructed with sliding panels or folding partitions so that small groups of ten or larger groups of a hundred might be accommodated.	84	138 61	2nd	60	103 58	2nd	
(4) At present, school buildings are properly heated and ventilated, resulting in optimum pupil and teacher efficiency during all seasons of the year.	92	162 57	2nd	96	119 81	-	
(5) Our schools provide adequate space for fully equipped libraries.	105	159 66	3rd	67	122 55	1st	
(6) Every school--having a library needs a part-time or full-time librarian.	155	165 94	-	99	123 80	-	
(7) Our school system provides rooms adequately equipped and staffed for the fine arts (music, art, drama).	150	164 91	-	88	120 73	3rd	

conflict were found to exist, four among teachers and five among trustees. Issues one, six, and seven showed intra-group consensus among teachers. Issues four and six exhibited trustee consensus.

Trustees questioned within their group the desirability of allowing school buildings to be used by community youth organizations, although the majority were in favor of it. Though many teachers felt school buildings should be made available for use by adult, non-profit community groups, one-third disagreed. Trustees were sharply divided over this issue, 52 per cent opposed such use of school buildings while 48 per cent approved it. A second order intra-group conflict was noted among teachers and trustees regarding the construction of classrooms with sliding panels or partitions to accommodate classes varying in size. The statement in regard to heating and ventilating school buildings produced within-group conflict among teachers, while 81 per cent of the trustees were of the opinion that adequacy prevails. Both groups, teachers and trustees, showed disagreement among their members regarding the suggestion that their schools presently provide adequate space for fully equipped libraries. The majority in each group thought conditions were in need of improvement. Evidence of concurrence was exhibited by teachers and trustees--94 per cent and 80 per cent, respectively--that every school library should be staffed with a part-time or full-time librarian. Regarding the issue, "Our school system provides rooms adequately equipped and staffed for the fine arts (music, art, drama)," 91 per cent of the teachers were of the opinion that the school system did not make this provision. Similarly, 73 per cent of the trustees had this opinion, though there were sufficient trustee

dissenters to produce intra-group conflict of the third order intensity.

Table XXVIII deals with the degree of importance of statements regarding buildings and equipment. Six of the seven issues were judged to be important by teachers and trustees. Neither group thought the issue regarding classroom flexibility important. Statements four, five, and six were registered of first order importance; statements one, two, and seven of the second degree importance. Teachers and trustees placed as much importance on the need for improved library facilities as they placed on the need for properly heated and ventilated buildings.

Summary

This section on buildings and equipment resulted in four inter-group conflicts between teachers and trustees and three cases that exhibited no significant conflict. Nine incidences of within-group conflict were found to exist, four among teachers and five among trustees. Intra-group consensus among teachers was noted for three issues and two cases of consensus among trustees. All issues were judged to be important by the respondents with one exception: no significant importance was placed on issue number three by teachers or trustees.

The majority of teachers and trustees believed that youth organizations should be accommodated by the schools, although the trustees have mixed feelings regarding the use of the school premises by adults. Teachers questioned the premise that school buildings were in fact adequately heated and ventilated, while trustees shared no such anxiety. Teachers and trustees, in general, do not believe adequate space for fully equipped libraries exists in their buildings. However,

TABLE XXVIII

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING BUILDINGS AND EQUIPMENT

Statement of Issue	Agreeing Teachers		Combined % of Agreement		Degree of Importance	
	No.	%	No.	%		
(1) School buildings should be used by outside organizations such as: Cubs & Scouts Brownies & Guides, and all other youth organizations which are non-profit community groups.	101	64	70	64	64	2nd
(2) School buildings should be used by outside organizations such as: drama, square-dance clubs, and religious groups when these adult organizations are non-profit community groups.	86	55	60	55	55	2nd
(3) Classrooms should be constructed with sliding panels or folding partitions so that small groups of ten or large groups of a hundred might be accommodated.	61	39	41	38	39	-
(4) At present, school buildings are properly heated & ventilated, resulting in optimum pupil-teacher efficiency during all seasons.	145	91	93	86	89	1st
(5) Our schools provide adequate space for fully equipped libraries.	149	93	90	85	89	1st
(6) Every school having a library needs a part-time or full-time librarian.	133	85	71	66	76	1st
(7) Our school system provides rooms adequately equipped & staffed for the fine arts (music, art, drama).	133	83	62	58	71	2nd

it is gratifying to note that 80 per cent of the trustees agreed with the vast majority of teachers regarding the need of librarians to staff school libraries. At present, most rural school systems provide neither the adequate equipment nor the staffing to offer properly a fine arts programme.

II. SUPPLIES AND RESOURCE MATERIAL

This section of the questionnaire presented three statements to the teachers and trustees. Table XXIX shows existing inter-group conflicts between teachers and trustees regarding supplies and resource material. Statement number eight produced third degree inter-group conflict. Statements nine and ten exhibited no significant conflict.

Adequate and current resource material for all subject fields should be available in all schools according to 92 per cent of the teachers and 80 per cent of the trustees. Although this issue produced minor conflict, it should be noted that teachers and trustees to some extent agreed. Forty-six per cent of the teachers and 54 per cent of the trustees believed that it is the responsibility of the school board to acquire and store basic school supplies for students at all grade levels. It was not unexpected to see that more than 90 per cent of teachers and trustees concurred that a well-qualified, energetic teacher is the most important resource that a school may possess. No attempt was made to determine what teachers and trustees believed to be well-qualified and energetic personnel.

Table XXX reveals intra-group conflicts of teachers and trustees regarding supplies and resource material. Two cases of conflict within

TABLE XXIX

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING SUPPLIES AND RESOURCE MATERIAL

Statement of Issue	Chi-Square Test	Agreeing Teachers No.	Agreeing Teachers %	Agreeing Trustees No.	Agreeing Trustees %	% of Conflict	Degree of Conflict
(8) Adequate and current resource materials for all subject fields should be available in all schools.	8.55	157	92	106	80	12	3rd
(9) It should be the responsibility of the school board to acquire and store basic school supplies for students at all grade levels (e.g., pencils, scribes, paper, paints, etc.).	1.68	78	46	71	54	8	-
(10) A well-qualified, energetic teacher is the most important resource that a school may possess.	0.00	160	94	119	93	1	-

.01 level of confidence 6.64.

TABLE XXX

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING SUPPLIES AND RESOURCE MATERIAL

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	% Conflict	Degree of Response "Yes" "No"	Majority Response "Yes" "No"	Trustees No.	% Conflict	Degree of Response "Yes" "No."
(8) Adequate and current resource materials for all subject fields should be available in all schools.								
	157	161	98	-	106	222	87	-
(9) It should be the responsibility of the school board to acquire and store basic school supplies for students at all grade levels (e.g., pencils, scribblers, paper, paints, etc.).								
	78	151	52	1st	71	123	58	2nd
(10) A well-qualified, energetic teacher is the most important resource that a school may possess.								
	160	164	98	-	119	122	98	-

groups were found to exist, one first degree conflict among teachers and one second degree conflict among trustees. Intra-group consensus was found to exist for statements eight and ten by teachers and trustees. The statement regarding the responsibility of the school board to provide and store basic school supplies produced first degree conflict among teachers and second degree conflict among trustees. Within-group consensus was registered by teachers and trustees regarding the need for well-qualified, energetic teachers and the need for adequate and current resource material.

Table XXXI deals with the degree of importance of statements regarding supplies and resource material. All the issues presented to the teachers and trustees were classified as important. Statements eight and ten were judged to be of first order importance and statement number nine of minor importance. Slightly less than 90 per cent of the respondents placed the value of a well-qualified, energetic teacher as extremely important.

Summary

The section on supplies and resource material produced one case of inter-group conflict and two cases of no significant conflict. Two within-group conflicts were found to exist, one among teachers and one among trustees. Two issues exhibited within-group consensus by teachers and by trustees. All three issues presented were considered to be important by the respondents.

A large degree of consensus between teachers and trustees regarding supplies and resource material was evident. Resource materials are needed and are given high priority by the respondents. The

TABLE XXXI

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING SUPPLIES AND RESOURCE MATERIAL

Statement of Issue	Agreeing Teachers		Combined % of Agreement		Degree of Importance
	No.	%	No.	%	
(8) Adequate and current resource materials for all subject fields should be available in all schools.	144	90	82	78	84 1st
(9) It should be the responsibility of the school board to acquire and store basic school supplies for students at all grade levels (e.g., pencils, scribblers, paper, paints, etc.).	72	45	54	51	48 3rd
(10) A well-qualified, energetic teacher is the most important resource that a school may possess.	134	85	102	93	89 1st

advisability of school boards supplying basic school supplies caused intra-group conflict within both groups, which suggests the need for closer scrutiny by the groups concerned. The respondents had little reservation regarding the value to be placed on a good teacher.

III. CURRICULUM

This section of the questionnaire confronted teachers and trustees with six statements regarding curriculum. Table XXXII summarizes opinions on these statements. Issues twelve and fourteen produced third degree conflict. Issues eleven, thirteen, fifteen, and sixteen exhibited no significant conflict.

The level of academic expectation and challenge in the schools is too low according to 25 per cent of the teachers and 37 per cent of the trustees. This opinion was not shared by more than half the respondents. Lack of instruction in phonetics is believed to be the greatest single weakness in the elementary grades according to 19 per cent of the teachers and 33 per cent of their employers. It should be stated, however, that a large percentage of the respondents checked the "uncertain" response. One-quarter of the teachers agreed with slightly more than one-third of the trustees that high school students are provided with sufficient vocational and commercial education. The majority of teachers and trustees opposed this contention. Departmental examinations should be extended to include all high school grades according to 44 per cent of the teachers and 65 per cent of the trustees. In excess of 50 per cent of the respondents contended that the high school diploma programme has little or no value as a preparation

TABLE XXXII

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING CURRICULUM

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	%	Trustees No.	%		
(11) The level of academic expectation and challenge presented by the schools in our system is too low.	3.99	43	25	48	37	12	-
(12) The greatest single weakness in the elementary programme is the lack of instruction in phonetics.	6.96	32	19	43	33	14	3rd
(13) This school system provides sufficient vocational-commercial opportunities for our high school students.	5.70	42	25	50	38	13	-
(14) Departmental examinations should be extended to include all high school grades.	12.40	76	44	87	65	21	3rd
(15) Our high school diploma programme has little or no value as a preparation for immediate employment.	0.00	89	52	69	51	1	-
(16) More student guidance is necessary in our system to assist students to pursue courses suitable to their capabilities.	2.59	142	83	119	90	7	-

.01 level of confidence 6.64.

for immediate employment. If this contention is valid, part of the reason may result from lack of guidance in programme choice. This study found a high incidence of teacher-trustee consensus that more student guidance is necessary to assist students to pursue courses suitable to their capabilities.

Table XXXIII is concerned with the incidence of intra-group conflicts of teachers and trustees regarding curriculum. Eight cases of intra-group conflict were found to exist, four among teachers and four among trustees. Statement number twelve regarding the major weakness of the elementary programme was unusable, because in excess of one-third of the respondents failed to register a definite point of view. Consequently, no conflict is registered even though one appears to be evident. General within-group consensus was found to exist for statement number sixteen.

The statement suggesting that the level of academic expectation and challenge is too low produced third degree conflict among teachers and first degree conflict among trustees. The majority response of both groups opposed this contention. Seventy-one per cent of the teachers agreed with 59 per cent of the trustees that their school system does not provide vocational-commercial opportunities for high school students. Teachers exhibited very severe within-group conflict regarding the extension of Departmental examinations. Trustees, too, differed within their membership, although to a lesser degree. The majority of teachers and trustees tend to favor this extension of Departmental control. The statement regarding the utility of the high school diploma programme to prepare students for immediate employment,

TABLE XXXIII

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING CURRICULUM

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	%	Degree of Conflict	Majority "Yes" "No"	Trustees No.	%	Degree of Conflict
(11) The level of academic expectation & challenge presented by the schools in our system is too low.	91	134	68	3rd	58	106	55	1st
(12) The greatest single weakness in the elementary programme is the lack of instruction in phonetics.	69	101	-	-	43	80	-	-
(13) This school system provides sufficient vocational-commercial opportunities for our high school students.	105	147	71	3rd	72	122	59	2nd
(14) Departmental examinations should be extended to include all high school grades.	76	151	50	1st	87	124	70	3rd
(15) Our high school diploma programme has little or no value as a preparation for immediate employment.	89	135	66	3rd	69	117	59	2nd
(16) More student guidance is necessary in our system, to assist students to pursue courses suitable to their capabilities.	142	155	92	-	119	128	93	-

produced third and second degree intra-group conflict among teachers and among trustees, respectively. Each group believed that the present programme has limited value. Teacher-trustee within-group consensus was exhibited regarding the need for more student guidance.

Table XXXIV deals with the importance of each issue by teachers and trustees regarding curriculum. All six educational issues presented by this section were judged to be important by the respondents. The least important issues were numbers twelve and fourteen regarding the major weakness of the elementary programme and the extension of Departmental examinations. The other four issues were believed to be first order importance by the respondents. Teachers and trustees place high priority on the importance of more student guidance and greater emphasis on vocational-commercial education.

Summary

This section on curriculum produced two cases of inter-group conflict and four cases in which there was no significant conflict. Eight within-group conflicts were found to exist, four among teachers and four among trustees. One issue, namely, more student guidance, exhibited intra-group consensus among teachers and trustees. One issue regarding instruction in phonetics, was not usable. All six issues were believed to be important by the respondents.

A great deal of dissension still prevails regarding the academic expectation and challenge presented by schools. A slight majority of teachers and trustees support the present programme. The instruction in phonetics in the elementary grades no longer appears to be a vital issue of debate, though some disagreement continues to exist. Trustees

TABLE XXXIV

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING CURRICULUM

Statement of Issue	Agreeing Teachers		Combined % of Trustees		Degree of Agreement	Degree of Importance
	No.	%	No.	%		
(11) The level of academic expectation and challenge presented by the schools in our system is too low.	121	76	78	75	76	1st
(12) The greatest single weakness in the elementary programme is the lack of instruction in phonetics.	82	53	56	53	53	3rd
(13) This school system provides sufficient vocational-commercial opportunities for our high school students.	126	81	93	86	84	1st
(14) Departmental examinations should be extended to include all high school grades.	105	66	68	64	65	2nd
(15) Our high school diploma programme has little or no value as a preparation for immediate employment.	122	77	84	79	78	1st
(16) More student guidance is necessary in our system, to assist students to pursue courses suitable to their capabilities.	142	90	100	91	91	1st

generally propose that Departmental examinations should be extended to include grades ten and eleven. Teachers are more divided on the issue. Neither teachers nor trustees believed that the diploma programme serves as a preparation for immediate employment. A high level of teacher-trustee consensus exists, favoring increased student guidance.

IV. EQUALITY OF OPPORTUNITY

This section of the questionnaire presented three statements to the teachers and trustees. Table XXXV summarizes inter-group conflicts between teachers and trustees regarding equality of educational opportunity. Statements eighteen and nineteen produced third and second degree conflict, respectively. Statement number seventeen registered no significant difference of opinion.

Twenty-five per cent of the teachers and 36 per cent of the trustees agreed that all the students in their school system have equal opportunity to develop to the fullest extent. Two hundred of the respondents disagreed. Less than one-third of the teachers and half the trustees were of the opinion that the educational programme provides the gifted, average, and below average students in the elementary grades the opportunity to develop qualities of character acceptable to our society. Even fewer teachers and trustees believed that the junior-senior high school programme offers equal opportunities to equip students to earn a living.

The incidence of intra-group conflict or consensus between teachers and trustees regarding equality of opportunity is dealt with in Table XXXVI. Six cases of intra-group conflict were found to exist,

TABLE XXXV

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING EQUALITY OF OPPORTUNITY

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	Teachers %	Trustees No.	Trustees %		
(17) All students in our system have equal opportunity to develop their abilities to the fullest extent.	4.23	42	25	48	36	11	-
(18) Our educational programme is geared so that the gifted, average, and below average students in elementary grades are given opportunity to develop qualities of character acceptable to our society.	9.33	54	32	66	50	18	3rd
(19) Our educational programme is geared so that all junior-senior high school students will have equal opportunity to develop qualities necessary to equip them to earn a living.	21.09	34	20	61	46	26	2nd

.01 level of confidence 6.64.

TABLE XXXVI

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING EQUALITY OF OPPORTUNITY

Statement of Issue	Majority Response			Degree of Conflict			Majority Response			Degree of Conflict		
	"Yes"	"No"	No.	Teachers %	Conflict %	"Yes"	"No"	No.	Trustees %	No.	%	
(17) All students in our school system have equal opportunity to develop their abilities to the fullest extent.	124	166	75	3rd		76	124	61	2nd			
(18) Our educational programme is geared so that the gifted, average, and below average students in elementary grades are given opportunity to develop qualities of character acceptable to our society.	79	133	59	2nd		66	119	55	1st			
(19) Our educational programme is geared so that all junior-senior high school students will have equal opportunity to develop qualities necessary to equip them to earn a living.	103	137	75	3rd		61	118	52	1st			

three among teachers and three among trustees. No intra-group consensus was found for this section.

Seventy-five per cent of the teachers and 61 per cent of the trustees agreed that not all students have equal opportunity while in school. This issue produced third degree conflict among teachers and second degree conflict among trustees. Fifty-nine per cent of the teachers did not believe that the educational programme offers the gifted, average, and below average students in the elementary grades the opportunity to develop qualities of character acceptable to our society. Fifty-five per cent of the trustees were of the opinion that it did. This issue produced second degree conflict among teachers and first order conflict among trustees. According to 75 per cent of the teachers, the educational programme does not offer the students of junior-senior high school equal opportunity to develop qualities necessary to equip them to earn a living. Fifty-two per cent of the trustees opposed this view, and the issue produced third degree conflict among teachers and first degree conflict among trustees.

Table XXXVII indicates the importance placed by teachers and trustees on each issue regarding equality of opportunity. All three issues presented in this section were judged to be of first order importance by teachers and trustees. There was teacher-trustee unanimity that these issues were vitally important.

Summary

The section on equality of opportunity produced two inter-group conflicts, and one case that exhibited no significant difference of opinion. Six intra-group conflicts were found to exist, three among

TABLE XXXVII

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING EQUALITY OF OPPORTUNITY

Statement of Issue	Agreeing		Combined		Degree	
	Teachers No.	%	Trustees No.	%	% of Agreement	of Importance
(17) All students in our school system have equal opportunity to develop their abilities to the fullest extent.	149	94	97	91	93	1st
(18) Our educational programme is geared so that the gifted, average, and below average students in elementary grades are given opportunity to develop qualities of character acceptable to our society.	133	85	94	90	88	1st
(19) Our educational programme is geared so that all junior-senior high school students will have equal opportunity to develop qualities necessary to equip them to earn a living.	129	84	96	89	87	1st

teachers and three among trustees. The three issues surveyed were judged to be of first order importance by the respondents.

Teachers and trustees agreed that the schools do not provide equal educational opportunity for students to develop their abilities to the fullest extent. Whether the present programme develops qualities of character in the elementary grades, and qualities to equip junior-senior high school students to earn a living, is a subject of disagreement. Intense conflict between teachers and trustees and conflict within both groups exists. It is evident that there is urgent need for study and understanding in this area.

V. ROLE PERFORMANCE

This section of the questionnaire presented the teachers and trustees with six statements. Table XXXVIII reveals the incidence of inter-group conflict between teachers and trustees regarding role performance. Statement number twenty produced second degree conflict. Statements twenty-one and twenty-two produced third degree conflict. Statements twenty-three, twenty-four, and twenty-five produced no significant difference of opinion between teachers and trustees.

Sixty per cent of the trustees thought policy handbooks aid in clarifying the expectations of the employer as well as the employee. One-third of the teachers agreed, while a large number were uncertain. According to 28 per cent of the trustees and 48 per cent of the teachers, the prime function of the teacher is to instruct and it is the duty of the school board to require non-instructional duties to be performed by lesser trained personnel. This issue produced third degree

TABLE XXXVIII

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING ROLE PERFORMANCE

Statement of Issue	Chi-Square Test	Agreeing Teachers		Trustees		% of Conflict	Degree of Conflict
		No.	%	No.	%		
(20)							
The policy handbook used by our school system clarifies expectations of both trustees and teachers.	20.43	55	33	78	60	27	2nd
(21)							
A teacher's prime function is to instruct and it is the duty of the school board to require non-instructional duties such as: hall, school bus, playground supervision, extra curricular sports, to be performed by lesser trained personnel.	10.77	80	48	37	28	20	3rd
(22)							
The Home and School Association, in our area, is performing a worthwhile function in the improvement of education.	7.58	32	19	46	36	17	3rd
(23)							
Religious education should be given in Alberta schools at the elementary level.	0.00	42	25	32	24	1	-
(24)							
Sex education should be given in Alberta schools at the junior-senior high school level.	1.66	102	60	68	52	8	-
(25)							
It is the duty of trustees to encourage parents to accept teacher judgment as intelligent, mature, and important.	0.08	136	80	109	82	2	-

.01 level of confidence 6.64.

conflict because many teachers favored the idea while the majority of trustees opposed it. Nineteen per cent of the teachers and 36 per cent of the trustees believed that the Home and School Association is performing a worthwhile function in the improvement of education. This issue produced third degree conflict. Approximately one-quarter of the respondents believed that religious education should be offered in the schools. More than 70 per cent believed there should be no religious education offered in elementary schools. Sex education, on the other hand, was believed to be a requirement at the junior-senior high school level, by more than half of the respondents in both groups. Teacher-trustee concurrence was evident regarding issue twenty-five. In excess of 80 per cent of the respondents believed that it is the duty of trustees to encourage parents to accept teacher judgment as intelligent, mature and important.

Table XXXIX reveals the incidence of intra-group conflicts of teachers and trustees regarding role performance. Eight cases of intra-group conflict were found to exist, four among teachers and four among trustees. Issue number twenty regarding the value of policy handbooks was not usable because more than one-third of each group possessed no definite point of view. Within-group consensus was exhibited for issue number twenty-five for both teachers and trustees.

Teachers and trustees exhibited disagreement within groups for issue number twenty-one. Fifty-eight per cent of the teachers agreed that a teacher's prime function is to instruct and that it is the duty of the school board to require non-instructional duties to be performed by lesser trained personnel. Sixty-nine per cent of the trustees did

TABLE XXXIX

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING ROLE PERFORMANCE

Statement of Issue	Majority Response "Yes" "No"	Teachers No. %	Degree of Conflict	Majority Response "Yes" "No"	Trustees No. %	Degree of Conflict
(20) The policy handbook used by our school system clarifies expectations of both trustees & teachers.	55	101	-	-	78	85 -
(21) A teacher's prime function is to instruct and it is the duty of the school board to require non-instructional duties such as: hall, school bus, playground supervision, extra curricular sports; to be performed by lesser trained personnel.	80	137	58	2nd	81	118 69 3rd
(22) The Home & School Association, in our area, is performing a worthwhile function in the improvement of education.	101	133	76	3rd	47	93 51 1st
(23) Religious education should be given in Alberta schools at the elementary level.	100	142	71	3rd	76	108 70 3rd
(24) Sex education should be given in Alberta schools at the junior-senior high school level.	102	137	74	3rd	68	107 64 2nd
(25) It is the duty of trustees to encourage parents to accept teacher judgment as intelligent, mature, and important.	136	147	93	-	109	119 92 -

not agree with this idea. Seventy-six per cent of the teachers agreed with 51 per cent of the trustees that the Home and School Association does not perform a worthwhile function in the improvement of education; apparently, its objectives should come under close scrutiny.

Two statements were presented regarding religious and sex education. Seventy per cent of the respondents believed religious education should not be given in Alberta schools at the elementary level. However, both groups exhibited minor intra-group conflict over this issue. On the other hand, 74 per cent of the teachers and 64 per cent of the trustees believed that it is desirable to introduce sex education at the junior-senior high school level. More than 90 per cent of the respondents agreed that trustees should encourage parents to accept teacher judgment as intelligent, mature, and important.

Table XL deals with the degree of importance of statements regarding role performance. The six issues presented in this section were judged important by the respondents. Issues twenty and twenty-one, which produced inter-group conflict were registered to be of second degree importance. Issue twenty-two regarding the value of the Home and School Association was judged to be of minor importance. The religious and sex education issues and the issue regarding teacher judgment were each considered very important by the respondents.

Summary

The section on role performance produced three inter-group conflicts and three cases that exhibited no significant conflict. Eight intra-group conflicts were found to exist, four among teachers and four

TABLE XL

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING ROLE PERFORMANCE

Statement of Issue	Agreeing		Combined		Degree of Agreement	Degree of Importance
	Teachers No.	%	Trustees No.	%		
(20) The policy handbook used by our school system clarifies expectations of both trustees and teachers.	94	64	81	77	71	2nd
(21) A teacher's prime function is to instruct and it is the duty of the school board to require non-instructional duties such as: hall, school bus, playground supervision, extra curricular sports; to be performed by lesser trained personnel.	109	71	67	64	68	2nd
(22) The Home & School Association, in our area, is performing a worthwhile function in the improvement of education.	75	49	58	56	53	3rd
(23) Religious education should be given in Alberta schools at the elementary level.	91	58	62	57	58	2nd
(24) Sex education should be given in Alberta schools at the junior-senior high school level.	109	71	69	65	68	2nd
(25) It is the duty of trustees to encourage parents to accept teacher judgment as intelligent, mature, and important.	111	71	92	86	79	1st

among trustees. Intra-group consensus for teachers and trustees was noted for issue number twenty-five. Issue twenty was unused. All six issues were judged to be important by the respondents.

Teachers and trustees agreed that religion should not be offered at the elementary level and that sex education should be introduced at the junior-senior high school level. Policy handbooks appeared to be of questionable value both to the employer and the employee in clarifying role expectations. Teacher-trustee agreement was strong that parents should be encouraged to have faith in teacher judgment. Though it may be desirable for non-instructional duties to be performed by persons other than teachers, the status of opinion was far from uniform either among teachers or trustees.

VI. IN-SERVICE EDUCATION

The section on in-service education presented the teachers and trustees with nine statements. Table XLI summarizes inter-group conflicts between teachers and trustees regarding in-service education. Statement number thirty-two produced second degree conflict. Statements twenty-seven, twenty-nine, thirty-one, and thirty-four produced third degree conflict. Statements twenty-six, twenty-eight, thirty, and thirty-three produced no significant degree of conflict.

Teachers and trustees agreed that it is the responsibility of every teacher to participate in in-service education. Indicative of trustee support for in-service education, 62 per cent believed that the school board should defray part of the costs of visiting consultants who participate in seminars, institutes, workshops, and conferences. Forty

TABLE XLI

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING IN-SERVICE EDUCATION

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	%	Trustees No.	%		
(26) It is the responsibility of every teacher to participate in in-service education.	1.50	139	82	94	75	7	-
(27) When visiting consultants participate in seminars, institutes, workshops, and conferences, part of the costs involved should be borne by school boards.	6.88	130	76	81	62	14	3rd
(28) In-service education should go on after regular school hours, Saturdays, or during holidays.	2.70	68	40	64	49	9	-
(29) In-service education programmes may be organized during school hours by the administration in co-operation with classroom teachers.	9.66	119	70	65	52	18	3rd
(30) Only more experienced teachers who have rendered long service should receive sabbatical leave with pay as a reward for such service.	5.15	76	45	76	59	14	-
(31) Individual teachers should be solely responsible for their own continuing general & professional training.	10.24	108	63	105	81	18	3rd

TABLE XLI (Continued)

Statement of Issue	Chi-Square Test	Agreeing Teachers No.	Agreeing Teachers %	Agreeing Trustees No.	Agreeing Trustees %	% of Conflict	Degree of Conflict
(32) The superintendent should plan all in-service education activities.	40.22	21	12	57	46	34	2nd
(33) The Faculty of Education should provide courses for keeping teachers' knowledge & skills current.	2.77	155	91	127	96	5	-
(34) The Department of Education should suspend teaching certificates if teachers do not attend summer school.	14.88	10	6	28	21	15	3rd

.01 level of confidence 6.64.

per cent of the teachers and 49 per cent of the trustees believed in-service education should go on after regular hours, on Saturdays, or during holidays. Seventy per cent of the teaching force believed in-service education programmes can be organized during school hours by the administration in co-operation with classroom teachers. Fifty-two per cent of the trustees concurred, yet a minor conflict was noted. It should be noted that only 12 per cent of the teachers felt that the superintendent should plan all in-service education activities.

Approximately one-half of the trustees felt that the superintendent should perform this function, producing a moderate conflict.

Fifty-nine per cent of the trustees favor the idea that more experienced teachers who have rendered long service should receive sabbatical leave with pay as a reward for such service. Less than half the teachers agreed, although no significant conflict was evident. Eighty-one per cent of the trustees and 63 per cent of the teachers agreed that individual teachers should be solely responsible for their own continuing professional training. This issue produced a minor conflict. Teachers and trustees concurred--in excess of 90 per cent--that the Faculty of Education should provide courses for keeping teachers' knowledge and skills current. Yet, neither the teachers nor the trustees agreed that the Department of Education should suspend teaching certificates if teachers did not attend summer school. This issue produced minor conflict.

Table XLII reveals the incidence of intra-group conflict of teachers and trustees regarding in-service education. Nine cases of intra-group conflict were found to exist, three among teachers and six

TABLE XLII

INTRA-GROUP CONFLICT OF TEACHERS AND TRUSTEES REGARDING IN-SERVICE EDUCATION

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Degree of Conflict	Majority Response "Yes" "No"	Trustees No.	% Conflict	Degree of Conflict
(26) It is the responsibility of every teacher to participate in in-service education.	139	151	92	-	94	99	95
(27) When visiting consultants participate in seminars, institutes, workshops, and conferences, part of the costs involved should be borne by school boards.	130	149	87	-	81	113	72
(28) In-service education should go on after regular school hours, on Saturday days, or during holidays.	72	140	51	1st	64	91	70
(29) In-service education programmes may be organized during school hours by the administration in co-operation with classroom teachers.	119	148	80	-	65	93	70
(30) Only more experienced teachers who have rendered long service should receive sabbatical leave with pay as a reward for such service.	76	141	54	1st	76	115	66
							3rd

TABLE XLII (Continued)

Statement of Issue	"Yes"	"No"	Teachers No.	%	Conflict	Degree of Conflict	Majority "Yes"	Majority "No"	Trustees No.	%	Degree of Conflict
(31) Individual teachers should be solely responsible for their own continuing general and professional training.	109	143	76	3rd	105	-	123	85	-		
(32) The superintendent should plan all in-service education activities.	115	136	85	-	57		99	58	2nd		
(33) The Faculty of Education should provide courses for keeping teachers' knowledge and skills current.	135	144	94	-	127		129	98	-		
(34) The Department of Education should suspend teaching certificates if teachers do not attend summer school.	146	156	94	-	74		102	73	3rd		

among trustees. Teachers exhibited within-group consensus for six of the nine issues presented, while trustees exhibited intra-group consensus in three instances. Teachers and trustees strongly favor within their groups the idea that teachers must participate in in-service activities and that the Faculty of Education should provide courses so that teachers can maintain current skills and knowledge.

Teachers were of the opinion that the costs of providing visiting consultants should be borne, in part, by the school Board. Seventy-two per cent of the trustees agreed, although enough opposition was evident to produce a third degree conflict. Teachers exhibited severe conflict regarding the use of after-school hours and holidays for in-service work. Although minor within-group conflict was evident among trustees, they favored this free time use for professional development. Consensus among teachers was noted favoring in-service programmes during the school day, organized by the administration in co-operation with classroom teachers. Trustees, in general, agreed, although sufficient disagreement produced a third degree intra-group conflict. Teachers differed strongly within their group regarding the logic of sabbatical leave with pay as a reward for long service to experienced teachers. Conversely, trustees believed this to be sound practice. Teachers, to a large extent, agreed that they should be solely responsible for their own professional training; however, a minor within-group conflict was evident. Trustees were certain that this was good practice. Eighty-five per cent of the teachers did not believe the superintendent should plan all in-service activities; a lesser number of trustees concurred. This issue produced within-group conflict among trustees. There was

concurrence between teachers and trustees--94 per cent and 73 per cent, respectively--that the Department of Education should not suspend teaching certificates, if teachers fail to attend summer school.

Table XLIII deals with the importance placed on each issue by teachers and trustees regarding in-service education. The nine issues presented by this section were all judged to be important by the respondents; but the greatest importance was placed on the issue suggesting that the Faculty of Education should provide courses to keep teachers abreast of current knowledge and practice. There appeared to be no less importance placed on issues of consensus than on issues exhibiting conflict.

Summary

This section on in-service education produced five inter-group conflicts and four cases that exhibited no significant conflict. Nine inter-group conflicts were found to exist, three among teachers and six among trustees. Teachers exhibited six cases of intra-group consensus and trustees, three. All nine issues presented were judged to be important by the respondents.

Teachers and trustees placed a great deal of importance on in-service education. Trustees were receptive to the financial burden of in-service education and sabbatical leave. Teachers agreed that they should be solely responsible for their own continuing general and professional education. Consequently, teachers firmly desired participation in the planning of in-service activities rather than leaving this responsibility wholly to the superintendent. Teachers and trustees believed the Faculty of Education should provide refresher courses but

TABLE XLIII

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING IN-SERVICE EDUCATION

Statement of Issue	Agreeing Teachers		Combined % of Agreement		Degree of Importance
	No.	%	No.	%	
(26) It is the responsibility of every teacher to participate in in-service education.	120	76	67	65	71 2nd
(27) When visiting consultants participate in seminars, institutes, workshops, and conferences, part of the costs involved should be borne by school boards.	95	61	55	52	57 2nd
(28) In-service education should go on after regular hours, on Saturdays, or during holidays.	91	58	51	50	54 3rd
(29) In-service education programmes may be organized during school hours by the administration in co-operation with classroom teachers.	95	62	45	44	53 3rd
(30) Only more experienced teachers who have rendered long service should receive sabbatical leave with pay as a reward for such service.	79	50	65	60	55 2nd
(31) Individual teachers should be solely responsible for their own continuing general and professional training.	109	69	82	77	73 2nd

TABLE XLIII (Continued)

Statement of Issue	Agreeing				Combined % of Agreement	Degree of Importance
	Teachers No.	Teachers %	Trustees No.	Trustees %		
(32) The superintendent should plan all in-service education activities.	74	48	53	47	48	3rd
(33) The Faculty of Education should provide courses for keeping teachers' knowledge and skills current.	136	86	96	92	89	1st
(34) The Department of Education should suspend teaching certificates if teachers do not attend summer school.	82	52	53	51	52	3rd

lack of attendance should not jeopardize teachers' certificates.

VII. TENURE AND DISMISSAL

This section of the questionnaire presented teachers and trustees with two statements. Table XLIV summarizes the inter-group conflicts between teachers and trustees regarding tenure and dismissal. Statements thirty-five and thirty-six produced second and first degree inter-group conflicts, respectively.

Ninety-one per cent of the trustees believed that teachers must perform to the satisfaction of the employing board or expect their contract to be terminated. Sixty per cent of the teachers agreed with the trustees while 28 per cent disagreed, causing a conflict of second order intensity. If teachers are dismissed, the right of appeal is the only security an employee should anticipate according to 85 per cent of the trustees and 35 per cent of the teachers. This issue produced severe conflict between teachers and trustees which suggests the need for study and understanding.

Table XLV deals with intra-group conflicts of teachers and trustees regarding tenure and dismissal. One case of intra-group conflict was found to exist among teachers regarding the statement that teachers perform to the satisfaction of the board or risk termination of contract. The majority of teachers believed this to be a realistic approach. Over one-third of the teachers exhibited no definite opinion regarding the right of appeal as the only security after dismissal; consequently, this issue could not be accepted as producing within-group conflict among teachers. Trustees exhibited a high degree of within-

TABLE XLIV

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING TENURE AND DISMISSAL

Statement of Issue	Chi-Square Test	Agreeing				% of Conflict	Degree of Conflict
		Teachers No.	Teachers %	Trustees No.	Trustees %		
(35) Teachers must perform to the satisfaction of the employing board or expect their contract to be terminated.	34.89	102	60	120	91	31	2nd
(36) When teachers are dismissed, the right to appeal is the only security that any employee should anticipate.	70.39	59	35	111	85	50	1st

.01 level of confidence 6.64.

TABLE XLV

INTRAGROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING TENURE AND DISMISSAL

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	Degree of Conflict	Majority Response "Yes" "No"	Trustees No.	Degree of Conflict
(35) Teachers must perform to the satisfaction of the employing board or expect their contract to be terminated.	102	149	68	3rd	120	126
(36) When teachers are dismissed, the right to appeal is the only security that any employee should anticipate.	59	104	-	-	111	119

group consensus for both issues presented under this section.

Table XLVI is concerned with the importance placed on each issue by teachers and trustees regarding tenure and dismissal. Issue number thirty-five was considered to be first order importance. Statement number thirty-six was judged to be second order importance. Teachers as a group placed less importance on the issues regarding tenure and dismissal than did the trustees.

Summary

Two issues regarding tenure and dismissal were presented in this section. Two inter-group conflicts were found to exist. One within-group conflict among teachers was exhibited and there was one case not usable. Intra-group consensus was revealed among the trustees for both issues.

Trustees believed that teachers must perform to the satisfaction of the employing board or expect their contract to be terminated. A majority of the teachers concurred. When teachers are dismissed, trustees feel the right to appeal is the only security employees may anticipate. Thirty-five per cent of the teachers agreed and many more exhibited no definite opinion.

VIII. FINANCING OF EDUCATION

This section of the questionnaire presented five statements to the teachers and trustees. Table XLVII summarizes inter-group conflicts between teachers and trustees regarding the financing of education. Statement number thirty-eight produced second degree conflict and statement number forty-one, third degree conflict. There was no significant

TABLE XLVI

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING TENURE AND DISMISSAL

Statement of Issue	Agreeing		Combined		Degree of Agreement	Degree of Importance
	Teachers No.	Teachers %	Trustees No.	Trustees %		
(35) Teachers must perform to the satisfaction of the employing board to expect their contract or expect their contract to be terminated.	108	71	99	91	81	1st
(36) When teachers are dismissed, the right to appeal is the only security that any employee should anticipate.	98	65	77	75	70	2nd

TABLE XLVII

INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING FINANCING OF EDUCATION

Statement of Issue	Chi-Square Test	Teachers No.	Teachers %	Trustees No.	Trustees %	% of Conflict	Degree of Conflict
(37) The Provincial government is paying a fair share of educational costs in Alberta.	3.39	43	26	47	36	10	-
(38) Principals' and teachers' offices, washrooms, storage areas, etc., in new buildings should be eligible for provincial grants.	29.18	111	65	121	92	27	2nd
(39) School boards and teacher organizations should work toward greater Federal financial aid to education.	2.16	118	70	103	78	8	-
(40) Financial resources for schools are not restricted when fiscal independence is waived.	2.86	16	10	21	18	8	-
(41) Rent assessments for teacherages, set by our school board, is relative to rentals for similar accommodation in the community.	6.80	67	40	73	56	16	3rd

.01 level of confidence 6.64.

difference of opinion regarding statements thirty-seven, thirty-nine, and forty.

Twenty-six per cent of the teachers and 36 per cent of the trustees were of the opinion that the Provincial government is paying a fair share of educational costs in Alberta. Statement number thirty-eight presented an issue where it was believed more financial support was necessary. Over 90 per cent of the trustees believed that principals' and teachers' offices, washrooms, and storage areas in new buildings should be eligible for provincial grants. This was the opinion of 65 per cent of the teachers. However, second degree conflict was registered between teachers and trustees, and can probably be attributed to fifty-two teachers who checked the "uncertain" column. Both teachers and trustees agreed that their organizations should work toward greater Federal financial aid to education. The statement, "Financial resources for schools are not restricted when fiscal independence is waived," was not understood by the majority of teachers and trustees who checked "uncertain" for the issue. Third degree conflict was exhibited between teachers and trustees regarding rent assessments for teacherages. Forty per cent of the teachers and 56 per cent of the trustees agreed that assessments are relative to rentals for similar accommodation in the community.

Table XLVIII reveals the incidence of intra-group conflicts of teachers and trustees regarding financing of education. Three cases of second degree intra-group conflict were found to exist, one among teachers and two among trustees. Issue number thirty-seven which stated that the Provincial government is paying a fair share of Alberta's

TABLE XLVIII

INTRAGROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING FINANCING OF EDUCATION

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	%	Degree of Conflict	Majority Response "Yes" "No"	Trustees No.	%	Degree of Conflict
(37) The Provincial government is paying a fair share of educational costs in Alberta.	61	104	-	-	59	106	56	2nd
(38) Principals' and teachers' offices, washrooms, storage space, etc., in new buildings should be eligible for provincial grants.	111	118	94	-	121	127	95	-
(39) School boards and teacher organizations should work toward greater Federal financial aid to education.	118	129	91	-	103	117	88	-
(40) Financial resources for schools are not restricted when fiscal independence is waived.	16	32	-	-	21	41	-	-
(41) Rent assessments for teacherages, set by our school board, is relative to rentals for similar accommodation in the community.	67	115	58	2nd	73	128	57	2nd

education costs, was checked "uncertain" by more than one-third of the teachers. Therefore, even though it appears to produce intra-group conflict among teachers, it is not included. Trustees were divided on this issue resulting in a second degree conflict. Within-group consensus was registered by teachers and trustees regarding the desirability of making principals' and teachers' offices, washrooms, and storage areas eligible for provincial grants. Consensus was registered among teachers and among trustees on the statement that their organizations should work toward greater Federal financial aid to education. Issue number forty appeared to produce intra-group conflict among teachers and trustees but must be classed as not usable because an excessive number of respondents checked "uncertain" thus not exhibiting a definite opinion. The issue regarding rent assessments of teacherages produced second degree intra-group conflict among teachers and trustees. For each group, about 40 per cent opposed the idea that rents were relative to similar accommodation in the community.

Table XLIX deals with the importance placed on each issue by teachers and trustees regarding the financing of education. Four of the five issues presented in this section were judged important by the respondents. Issues thirty-seven and thirty-nine regarding provincial and federal aid to education were judged to be of first order importance by teachers and trustees. Issues thirty-eight and forty-one regarding the expansion of provincial aid for new buildings and rent assessments for teacherages, respectively, were judged to be of second degree importance. Issue number forty was not considered to be important, because of the ambiguity of the statement.

TABLE XLIX

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING FINANCING OF EDUCATION

Statement of Issue	Agreeing Teachers		Combined Trustees		% of Agreement	Degree of Importance
	No.	%	No.	%		
(37) The Provincial government is paying a fair share of educational costs in Alberta.	114	75	88	81	78	1st
(38) Principals' and teachers' offices, washrooms, storage space, etc., in new buildings should be eligible for provincial grants.	76	50	85	79	65	2nd
(39) School boards and teacher organizations should work toward greater Federal financial aid to education.	111	72	88	81	77	1st
(40) Financial resources for schools are not restricted when fiscal independence is waived.	34	24	26	27	26	-
(41) Rent assessments for teacherages, set by our school board, is relative to rentals for similar accommodation in the community.	71	48	69	67	58	2nd

Summary

This section on financing of education produced two inter-group conflicts and three cases that exhibited no significant conflict. Three intra-group conflicts of the second order were found to exist, one among teachers and two among trustees. Teachers displayed two cases of within-group consensus and two cases where they failed to exhibit a true preference. Trustees displayed within-group consensus on two occasions and one case where they did not exhibit a true preference. Four of the five issues were judged to be important by the respondents.

Teachers and trustees, in general, believe that the provincial and federal governments should provide more financial aid to education. It is noteworthy that a large group of teachers displayed little interest in financial matters.

IX. MISCELLANEOUS ITEMS

This section of the questionnaire presented four statements to the teachers and trustees. Table L reveals inter-group conflicts between teachers and trustees regarding several independent issues. Statement number forty-three produced third degree conflict and statement number forty-five second degree conflict. Issues forty-two and forty-four produced no significant conflict.

Approximately 50 per cent of the respondents agreed that local autonomy in rural education is nothing more than a figment of our imagination. The question, "Complete local autonomy of school boards is probably undesirable," produced third degree conflict, yet the respondents exhibited considerable agreement. In excess of 70 per cent of the

TABLE L
INTER-GROUP CONFLICTS BETWEEN TEACHERS AND TRUSTEES
REGARDING MISCELLANEOUS ITEMS

Statement of Issue	Chi-Square Test	Agreeing Teachers No.	Agreeing Teachers %	Agreeing Trustees No.	Agreeing Trustees %	% of Conflict	Degree of Conflict
(42) Local autonomy in rural education is nothing more than a figment of our imagination. (Curriculum changes, provincial grants, textbook authorization, teacher certification, departmental regulations, etc.)	0.88	86	53	61	47	6	-
(43) Complete local autonomy of school boards is probably undesirable.	8.62	140	83	90	68	15	3rd
(44) Teachers in our school system are proud to be a part of our educational programme.	0.02	119	70	94	72	2	-
(45) Trustees in our school system respect and encourage their teachers.	54.18	91	54	122	93	39	2nd

.01 level of confidence 6.64.

respondents agreed that teachers are proud to be a part of the educational programme. Over 90 per cent of the trustees stated that they respect and encourage their employees, but only 54 per cent of the teachers concurred. This statement exhibited a second degree conflict.

Table LI shows intra-group conflicts of teachers and trustees regarding various educational issues. Three cases of third degree intra-group conflict were found to exist, two among teachers and one among trustees. Both teachers and trustees exhibited within-group conflict regarding the statement that local autonomy in rural education is nothing more than a figment of our imagination. Yet, teachers and trustees agreed within their respective groups that complete local autonomy of school boards is probably undesirable. Intra-group consensus was shown by teachers and trustees favoring the premise that employees are proud to be a part of the local educational programme. The statement regarding trustees showing respect and encouragement to their employees produced a third degree conflict among teachers. Trustees, almost exclusively, believed that they extended moral support to their teachers.

Table LII reveals the importance placed on each issue by teachers and trustees regarding miscellaneous items. Each issue in this section was judged important by the respondents. Issues forty-two and forty-three regarding the degree of local autonomy and the desirability of local autonomy were believed to be of third and second order importance, respectively. Issues forty-four and forty-five were judged vitally important by both groups.

TABLE LI

INTRA-GROUP CONFLICTS OF TEACHERS AND TRUSTEES REGARDING MISCELLANEOUS ITEMS

Statement of Issue	Majority Response "Yes" "No"	Teachers No.	%	Degree of Conflict	"Yes," "No"	Majority Response "Yes" "No"	Trustees No.	%	Degree of Conflict
(42) Local autonomy in rural education is nothing more than a figment of our imagination. (Curriculum, changes, provincial grants, textbook authorization, teacher certification, departmental regulations, etc.)	86	113	76	3rd	61	92	66	3rd	
(43) Complete local autonomy of school boards is probably undesirable.	140	147	95	-	90	112	80	-	
(44) Teachers in our school system are proud to be a part of our educational programme.	119	132	90	-	94	96	98	-	
(45) Trustees in our school system respect and encourage their teachers.	91	133	68	3rd	122	124	98	-	

TABLE LII

IMPORTANCE PLACED ON EACH ISSUE BY TEACHERS AND TRUSTEES
REGARDING MISCELLANEOUS ITEMS

Statement of Issue	Agreeing		Combined		Degree of Agreement	Degree of Importance
	Teachers No.	%	Trustees No.	%		
(42) Local autonomy in rural education is nothing more than a figment of our imagination. (Curriculum changes, provincial grants, textbook authorization, teacher certification, departmental regulations, etc.)	70	47	46	45	46	3rd
(43) Complete local autonomy of school boards is probably undesirable.	100	66	60	59	63	2nd
(44) Teachers in our school system are proud to be a part of our educational programme.	127	81	91	84	83	1st
(45) Trustees in our school system respect and encourage their teachers.	125	80	100	90	85	1st

Summary

The miscellaneous items produced two inter-group conflicts and two cases that exhibited no significant conflict. Three within-group conflicts were found to exist, two among teachers and one among trustees. Teachers displayed two cases of within-group consensus and trustees, three. Each issue presented was judged to be important by the respondents.

Teachers and trustees do not seem vitally concerned over local autonomy or the lack of it, but concede that it is probably undesirable. Both groups agreed that teachers are proud to be part of the educational system in which they are employed. While trustees are far more convinced than their employees that respect and encouragement are extended to teachers.

X. SUMMARY OF CHAPTER V

This chapter has reported the findings regarding nine major educational issues. The nine issues were explored in the form of forty-five related statements ranging from two statements regarding tenure and dismissal to nine statements regarding in-service education. All the issues presented were judged important by the respondents with two exceptions, statements three, regarding classroom size, and forty, regarding the waiving of fiscal independence. Inter-group conflict was found to exist in twenty-four of a possible forty-five cases. Intra-group conflict was found to exist in forty-nine of a possible ninety cases.

Reviewing the twenty-three cases of inter-group conflict, some

immediate observations are evident. Inter-group conflict was found to exist for 51 per cent of the possible cases. First degree inter-group conflict existed in approximately two per cent of the issues, second degree inter-group conflict in 16 per cent of the issues, third degree inter-group conflict in 33 per cent of the issues; while the remaining issues--49 per cent--exhibited no significant conflict.

Since it is generally accepted that conflicts are not all harmful, it is necessary to ascertain which of the existing conflicts are most ominous. Issues where the majority of teachers responded "yes" while the majority of trustees responded "no" or vice versa, thus producing conflict, were accepted as conflicts of the most intense nature. Of the twenty-three cases of inter-group conflict, six cases exhibited conflict of an intense nature. This amounts to 13 per cent of the issues reported. The issues in this category are: numbers three, four, eighteen, nineteen, twenty-one, and thirty-two. Two cases of intense conflict were found to exist regarding buildings and equipment, two cases regarding equality of opportunity, one case regarding role performance, and one case regarding in-service education. It would suggest that these areas of education require close scrutiny by persons interested in teacher-trustee relationships.

The statements of intense inter-group conflict are listed below:

1. Classrooms should be constructed with sliding panels or folding partitions so that small groups of ten or large groups of a hundred might be accommodated.
2. At present, school buildings are properly heated and ventilated, resulting in optimum pupil and teacher efficiency during all

seasons of the year.

3. Our educational programme is geared so that the gifted, average, and below average students in elementary grades are given opportunity to develop qualities of character acceptable to our society.

4. Our educational programme is geared so that all junior-senior high school students will have equal opportunity to develop qualities necessary to equip them to earn a living.

5. A teacher's prime function is to instruct and it is the duty of the school board to require non-instructional duties such as: hall, school bus, playground supervision, extra curricular sports; to be performed by lesser trained personnel.

6. The superintendent should plan all in-service education activities.

Forty-nine cases of intra-group conflict were found to exist, twenty-three among teachers and twenty-six among trustees. The twenty-three cases of intra-group conflict among teachers amounted to an incidence of conflict for 51 per cent of the issues. Nine per cent were conflicts of first degree, 11 per cent of second degree, and 31 per cent of third degree. The twenty-six cases of within-group conflict among trustees resulted in an exhibit of conflict for 58 per cent of the issues. Fourteen per cent were conflicts of first order, 20 per cent of the second order, and 24 per cent of the third order. Intra-group consensus was evident among teachers for 49 per cent of the issues and among trustees for 42 per cent of the issues.

Intra-group conflict of first order intensity among teachers was found to exist for four issues on education: statement number nine

regarding supplies and resource material, statement number fourteen regarding curriculum, and statements twenty-eight and thirty regarding in-service education. The statements of issues exhibiting first degree teacher intra-group conflict are listed below:

1. It should be the responsibility of the school board to acquire and store basic school supplies for students at all grade levels.
2. Departmental examinations should be extended to include all high school grades.
3. In-service education should go on after regular school hours, on Saturdays, or during holidays.
4. Only more experienced teachers who have rendered long service should receive sabbatical leave with pay as a reward for such service.

Intra-group conflict of the first order intensity among trustees was found to exist for six educational issues: statements two and five regarding buildings and equipment, statement number eleven regarding curriculum, statements eighteen and nineteen regarding equality of opportunity, and statement number twenty-two regarding role performance. The issues that produced intra-group conflict of the first order among trustees are listed below:

1. School buildings should be used by outside organizations such as: drama, square-dance clubs, and religious groups when these adult organizations are non-profit community groups.
2. Our schools provide adequate space for fully equipped libraries.

3. The level of academic expectation and challenge presented by the schools in our system is too low.

4. Our educational programme is geared so that the gifted, average, and below average students in elementary grades are given opportunity to develop qualities of character acceptable to our society.

5. Our educational programme is geared so that all junior-senior high school students will have equal opportunity to develop qualities necessary to equip them to earn a living.

6. The Home and School Association, in our area, is performing a worthwhile function in the improvement of education.

CHAPTER VI

SUMMARY OF RESULTS, IMPLICATIONS AND RECOMMENDATIONS

Chapter VI presents a summation of the results reported in Chapter IV and Chapter V. The first section, the summary of results, re-examines the problem and sub-problems in light of the evidence obtained in this study. A re-statement of the basic issues is made followed by an interpretation and summation of the evidence. The final section suggests implications and recommendations for further study.

I. SUMMARY OF RESULTS

The questionnaire method of research was employed in this investigation. The status of teacher-trustee relationships in Alberta was studied by confronting a representative sample of both groups with seventy-nine statements regarding seventeen general areas of education. The status of relations was studied in terms of inter-group and intra-group conflict. The conflict studied was defined as a lack of agreement among the respondents.

Inter-group conflict was found forty-six times; six cases of first degree, sixteen cases of second degree, and twenty-four cases of third degree conflict. Intra-group conflict occurred eighty-one times; fifteen cases of first degree, twenty-five cases of second degree, and forty-one cases of third degree conflict. Of the total intra-group

conflicts, thirty-eight were recorded among the teachers and forty-three among the trustees.

Thirty-three issues registered no significant difference of opinion between teachers and trustees although only twenty-nine issues were judged to exhibit some degree of inter-group consensus. Four issues did not register inter-group conflict nor inter-group consensus probably because many respondents marked the "uncertain" response for these issues. They were issues regarding salaries of superintendents, the use of school buildings by adult organizations, when in-service education should take place, and fiscal independence of school boards.

A closer examination of the forty-six issues which exhibited a significant conflict, shows twenty-eight issues where teachers and trustees were generally thinking alike. That is, the majority of teachers and trustees were responding positively or negatively regarding each issue. Consequently, there were only eighteen cases of conflict which are of a polemical nature or twenty-three per cent of the original statements presented in the questionnaire. This suggests that teachers and trustees present a considerable degree of agreement regarding educational matters.

Looking at the question in another way, teachers and trustees exhibited inter-group conflict regarding fifty-nine per cent of the issues presented. Teachers exhibited intra-group conflict regarding forty-nine per cent of the same issues and trustees exhibited intra-group conflict regarding 54 per cent of these issues. In short, selected educational issues produced almost as much disagreement within teacher and trustee groups themselves as between teachers and trustees.

Teacher Preparation

Sub-problem 1 dealt with extent to which respondents believed that university training of teachers satisfies the needs of rural schools. Teachers and trustees evidenced great confidence in the ability of the University of Alberta to train personnel to teach at any grade level. In fact, the respondents felt that the preparation route elected by students had little bearing on teachers being permitted to experiment at various grade levels in search of the grade most suitable to temperament and academic ability. Most teachers and trustees apparently do not understand the difference in the elementary and secondary patterns and the implications this has for classroom teaching. There was little inclination toward using interim certificates until a bachelor's degree was obtained--probably indicating that it did not appear realistic or economically practical in Alberta, at the present time.

Selection and Appointment

Sub-problem 2 dealt with opinions about criteria that should be used by school boards when selecting and appointing teachers. School boards are confronted with the problem of selecting and appointing teachers to new positions each year, therefore, some degree of teacher-trustee consensus is essential. According to opinions expressed, selection should be made from within the local school jurisdiction whenever possible, with guidance from the superintendent and without interference from influential persons outside the school administration. Race, religion, and color should not be strong determiners when

appointments are being made. This study did not, however, ascertain whether race, religion, and color, are actually determiners. The respondents did not believe the sex of applicants applying for positions to be an important consideration, yet inter-group and intra-group conflict on this question were evident.

Working Conditions

Sub-problem 3 dealt with views of teachers and trustees regarding working conditions. Teachers and trustees agreed that working conditions of teachers should be part of the collective agreements between teachers and school boards. Although between-group conflicts were prevalent regarding working conditions, some observations can be made. Teachers and trustees agree that a pupil-teacher ratio of twenty-five to one is reasonable. It is probable that research may prove this to be a mistaken premise. Intense disagreement exists between teachers and trustees regarding the need for more teacher preparation time and clerical assistance, yet controversy among trustees may prove significant. Leaving the school premises to attend to personal affairs is not believed to be acceptable practice for teachers by either group. For the most part, teachers and trustees possess divergent views regarding working conditions. In contrast to trustees, teachers exhibit within-group unanimity on this subject.

Salaries and Negotiations

Sub-problem 4 was concerned with possible areas of consensus that exists between teachers and trustees regarding salaries and negotiations. To search for unanimity between teachers and trustees

regarding salaries and negotiations appears to be unrealistic at the present time. The slight agreement, that principals should be included in the collective salary agreement, was found to exist. Issues regarding a provincial teachers' salary scale, present salaries of teachers, and school board effort regarding payment of teachers were considered very important issues, exhibiting intense inter-group conflict and high intra-group consensus. Conflicts of this type must seriously detract from good teacher-trustee relations.

Teaching Profession Act

Sub-problem 5 dealt with opinions regarding compulsory membership of teachers in one corporate association. According to the respondents surveyed, The Teaching Profession Act should allow for only one corporate association to represent Alberta teachers. Teachers in general favor compulsory membership while trustees are in opposition. Teachers probably recognize strength in compulsory membership and trustees see advantages to a voluntary one.

Teachers and the Labour Act

Sub-problem 6 was concerned with opinions of teachers and trustees regarding collective bargaining rights of teachers. According to teachers and trustees, the right of Alberta teachers to bargain collectively in accordance with the Alberta Labour Act should be protected. Since The Labour Act makes provisions for strike action, concurrence should have been registered for this issue too, when favoring the first. However, teachers and trustees experienced within-group conflict, which suggests that both groups believe in bargaining rights and wish to

maintain the right to strike but do not want strike action resorted to.

Academic Freedom

Sub-problem 7 was concerned with the extent to which respondents believed Alberta teachers enjoy academic freedom. School boards, with rather strong support from teachers, agree that habits of teachers regarding dress, drinking, and smoking should meet the moral standards of the employing community. Trustees agree that teachers should employ teaching methods that are believed to be appropriate by individual instructors. "Freedom of thought" is highly lauded by the teachers and trustees, yet trustees insist that teachers must not interpret theories in opposition to Christian views. It is possible that there was ambiguity in terms, "acquaint" being acceptable but "interpret" being too strong. Trustees might want students to become "acquainted" with new thoughts, i.e., atheism, Mohammedism, Buddhism, but object to "interpreting" which may imply proselytizing with these new thoughts.

Evaluation of Competence

Sub-problem 8 dealt with opinions about criteria that might facilitate evaluation of teacher competence. Trustees, to a large extent, contend that teacher competence can be evaluated in terms of student achievement; teachers strongly oppose this contention. The limitation inherent in using student achievement, even as the chief factor in evaluating teachers, is illustrated by the fact that trustees are dissatisfied that only 20 per cent of the Grade twelve student population successfully complete matriculation annually. Most teachers and probably many educational leaders would contend that 20 per cent

was an adequate proportion to matriculate. Using student achievement as a criterion to evaluate teachers would not appear to enhance teacher-trustee relationships. Regarding the question of who is in the best position to evaluate teachers, trustees believe it is the principal; teachers most strongly oppose this idea. It is possible that teachers want someone in school administration to whom they may turn without fear of job dissociation. Yet, it appears realistic to assume that both student achievement and the principal's judgment are factors to consider if evaluation of teacher competence is to be achieved.

Buildings and Equipment

Sub-problem 9 was concerned with the extent to which respondents believed that school buildings and equipment satisfy the needs of the community. Trustees reluctantly agreed with teachers that school buildings should be utilized during the evening by youth and adult community groups. Trustees' caution, in this regard, might be attributed to possible added costs. The suggestion that classrooms should vary in size was considered by the respondents to be of little importance and proffered little support. Perhaps neither the teachers nor the trustees can visualize the teaching possibilities arising from flexible classroom size. It is also possible that this issue received poor support from teachers because the term "large groups," could connote large classes or discipline problems, and conversely, trustees may have associated "groups of ten," to fewer students per teacher and increased operational costs. Teachers and trustees conceded that a properly functioning library and fine arts department are necessary in schools but admit that theirs are inadequate, suggesting some reason other

than lack of teacher-trustee understanding for lack of better facilities.

Supplies and Resource Material

Sub-problem 10 was concerned with the opinions of teachers and trustees regarding supplies and resource material. Teacher-trustee consensus on the importance of school authorities providing well-qualified teachers and proper teaching aids to facilitate instruction was high. Neither group believed the question of providing basic supplies to the schools to be a vital issue, probably assuming that generally people could easily acquire necessary materials for students, without such a school facility. The general consensus between and among teachers and trustees suggests that present practices are accepted.

Curriculum

Sub-problem 11 dealt with opinions of teachers and trustees regarding the present state of curriculum. Trustees, and teachers to a higher degree, believed that schools are presently challenging students academically. However, they believed that students who need to be challenged in other areas of the curriculum, such as the vocational or commercial, are not faring so well. This may indicate why the high school's diploma programme was considered inadequate and may also account for the very strong support for improved guidance services. Trustees, and to a lesser extent, teachers, seemed to favor increased central control over high school examinations. It is noteworthy that trustees, or teachers who were sharply divided on the issue, would agree to relinquish this measure of local autonomy. A general trend in thinking may be developing among rural communities that provincial control

is, in fact, local control.

Equality of Opportunity

Sub-problem 12 was concerned with the respondents' opinions regarding equality of educational opportunity in Alberta schools. The majority of teachers and trustees believed that not all students are given equal opportunity to develop their abilities to the fullest extent. Teachers, who are probably in the best position to judge, do not believe that rural Alberta children are given equal opportunity to develop their potentialities as a citizen or to earn a living. A large degree of within-group conflict and between-group conflict was exhibited by teachers and trustees regarding these issues. Because of varying views, equality of opportunity for students may never be realized, however, it behooves persons interested in the welfare of our society to strive for improved realization of student potential.

Role Performance

Sub-problem 13 dealt with opinions about the teacher's role. According to a majority of teachers, a teacher's prime function is to instruct and it is the duty of the school board to provide for non-instructional duties such as supervision of halls, school buses, playgrounds, and extra curricular sports by employing less highly trained personnel. There may have been ambiguity regarding instructional and non-instructional duties in the questionnaire; therefore, it is impossible to judge whether trustees oppose the idea of a teacher's prime function or whether they oppose the idea that others should perform non-instructional duties.

According to evidence from this study there is little effort to clarify the teacher's role by the use of policy handbooks. However, teachers, with concurrence from trustees, opposed being required to teach religion at the elementary level. This seems to imply that teachers and trustees believe that religious education belongs elsewhere than in the school. However, the respondents felt there was a need for sex education at the junior-senior high school level. Teachers, who are probably more familiar with adolescent social problems than are trustees, strongly favored such a course. Respondents strongly approved the idea that trustees should promote harmonious relations between teachers and parents. Yet, the home and school association was considered a minor factor in the improvement of education.

In-Service Education

Sub-problem 14 was concerned with opinions regarding the responsibility of providing in-service education to teachers. Teachers and trustees are very much aware of the rapidly changing requirements in education, for both groups were willing to support in-service education with time and money. Trustees showed a willingness to support in-service consultants and to provide sabbatical leave as a reward for good service. Teachers, too, were willing to accept their responsibility to participate in in-service work and to continue their academic and professional training. Teachers firmly demanded a voice in pre-planning in-service activities and would strongly resent participating in programmes conceived and instituted by the superintendents of schools alone. Teachers and trustees agreed that the Faculty of Education has a responsibility to offer refresher courses to maintain currency of

teachers' knowledge and skills. Neither group believed that threat of withdrawal of certificates is necessary to encourage teachers to attend summer courses.

Tenure and Dismissal

Sub-problem 15 dealt with the views of the respondents regarding teacher tenure and dismissal. Trustees believed that teachers must perform to the satisfaction of the employing board or expect their contracts to be terminated. One written comment summed up the situation in stating that when a board is dissatisfied with a teacher's performance, "It is best for both the board and the teacher if the contract is terminated." A majority of teachers seemed to support this idea. When teachers are dismissed trustees believe the right of appeal is the only security they should anticipate. Many teachers concur and others displayed no opinion regarding the issue.

Financing of Education

Sub-problem 16 was concerned with opinions of teachers and trustees regarding the general economics of education. Trustees maintained that the government of Alberta, and also the federal government, should give more financial support to education. Most teachers displayed little interest in financial matters. Perhaps many intense conflicts regarding salaries and negotiations originate here. Teachers in general probably need to become more knowledgeable regarding budgets, operational costs, and the Alberta Foundation Program.

Miscellaneous Items

Sub-problem 17 was concerned with opinions about local autonomy. Teachers and trustees showed little concern regarding the degree of local autonomy in their area. As a matter of fact, they placed considerably more emphasis on the importance of teachers being proud of their school system or on trustees respecting and encouraging teachers. It would appear that teachers and trustees believe quality education is a more vital issue than strong local government.

II. IMPLICATIONS AND RECOMMENDATIONS

Although it may be the legal responsibility of the school board to provide Alberta children with the highest possible educational opportunity, the professional teaching force also has this responsibility. It is urgent that boards and their professional staffs come to grips with this responsibility. Almost annually teachers and trustees face one another across the conference table, but usually such meetings are intended to resolve problems relating to salary negotiations. The aura of these meetings generally is that of two opposing groups, each attempting to thwart the purposes of the other or at least to seek positive advantage for themselves. Such a relationship is unsuited to professional co-operation.

There should be occasions when trustees meet with their teachers to discuss general school operation in an atmosphere of common concern, professional integrity and basic trust, the teachers recognizing the board's legal position and the trustees recognizing the teachers' professional competence. The two groups must then accept joint

responsibility regarding matters of consequence to education. It would appear advisable to form a combined local educational committee with the public representatives--the trustees--and teacher representatives, as elected by teachers through their local Alberta Teachers' Association. This committee could meet periodically, with the prime objective of resolving problems of mutual concern.

For example, teachers should know why trustees, according to the evidence of this report: (1) oppose at least one instructional preparatory period each day, (2) oppose more clerical assistance for schools, (3) are almost equally divided on the right of teachers to strike.

Trustees should know why teachers, according to the evidence of this study: (1) oppose principals evaluating teacher competence, (2) oppose superintendents organizing in-service education, (3) appear indifferent toward the general economics of education.

Teachers and trustees should be aware that, according to the evidence of this study, there is considerable teacher-trustee consensus on the following matters: (1) that the preservation of local autonomy is not a vital concern, (2) that there is a need for more provincial and federal assistance to education, (3) that, in general, teachers must perform to the board's satisfaction or anticipate termination of their contracts, (4) that the Faculty of Education should accept the responsibility to keep teachers' knowledge and skills current, (5) that there is a need for in-service education of teachers, (6) that religious education should not be a requirement in the elementary grades, (7) that there is a need for sex education at the junior-senior high school level, (8) that the Home and School Association is not really performing

a worthwhile function in the improvement of education, (9) that a need for more student guidance services is indicated, (10) that departmental examinations should be extended to include grades ten and eleven, (11) that a well-qualified, energetic teacher is a prized resource, (12) that library facilities are inadequate and librarian services are given high priority, (13) that working conditions of teachers should be part of the collective agreement, (14) that teaching certificates should not remain interim until a teacher has obtained a degree, (15) that a degree is presently not considered to be an important requirement of elementary teachers, and (16) that the fine arts are not adequately provided for, either in terms of equipment, space or staffing.

This study scarcely abraded the surface of an area that requires research. Further study in personnel and educational policies should be carried out. All seventeen areas of education surveyed in this investigation could be researched independently and in depth, as this survey gave only superficial treatment of a wide array of issues. By narrowing the scope of subsequent studies a refinement of conclusions could result. However, this study suggests five areas of education in urgent need of further study. They are: working conditions, salaries and negotiations, academic freedom, buildings and equipment, and equality of opportunity.

(1) A study on teacher working conditions might survey such questions as: What specific aspects of working conditions should be made part of collective agreements? What evidence is there to support a pupil-teacher ratio of twenty-five to one? How does this relate to the Alberta Foundation Program? Does more preparation time for teachers improve the quality of instruction? Does clerical assistance for

teachers provide for better educational service?

2. A study of salaries and negotiations might survey such questions as: Are there conditions under which the majority of teachers would favor a provincial salary schedule? What could be learned from studying the evidence of salaries of superintendents who are presently paid on a provincial criteria? Why do communities, if in fact they do, oppose paying teachers' salaries comparable to those of other community professionals?

3. A study of academic freedom might survey such questions as: What type of controls, if any, are presently placed on teachers regarding personal habits, teaching methods, and philosophic interpretations? Do restrictions of these freedoms influence the performance of a teacher? Do teachers participate in youth organizations? Is a participation of this kind a hindrance or an advantage to teachers?

4. A study of buildings and equipment might survey such areas as: What are the values, if any, of flexible classrooms? Can research prove their value? Is it economical to use school premises for the youth and adult organizations? What would be the financial costs to provide all schools with ventilating systems as well as heating systems? Why are libraries inadequate when teachers and trustees believe them to be important? What type of library facilities are required for elementary needs? High school needs? Are personnel available for staffing these libraries? What facilities are needed to offer a proper fine arts programme?

5. A study of equality of educational opportunity might investigate the reasons for a lack of educational opportunity. Which

students, if any, are not granted equal opportunity? How may they be provided for? What would be the additional costs of providing all students with a quality education? How does lack of opportunity in school affect adult productivity?

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE

Part I. Directions: Please answer every item as it applies to you in your present assignment.

Division # _____ Teacher Trustee (Circle one)

County # _____ Male Female (Circle one)

PART II. PERSONNEL POLICIES.

Directions: Y = Yes, N = No, U = Uncertain.

In Column A please circle Y if you agree with the statement, circle N if you disagree with the statement, or circle U if you are in doubt. Column B should be answered in a similar manner.

The Statement of the issue

Do you think
this is an impor-
tant issue?

- | | <u>Column A</u> | <u>Column B</u> |
|--|-----------------|-----------------|
| 1. It is desirable for all elementary teachers to possess a university degree. | 1. Y N U | Y N U |
| 2. Universities can train teachers who are able to teach from Grades 1 - 12. | 2. Y N U | Y N U |
| 3. Young teachers should be given the opportunity to teach at various grade levels until they have found the area most suited to their temperament and academic abilities. | 3. Y N U | Y N U |
| 4. Teachers trained in the Secondary programme should not be permitted to teach in elementary grades and vice versa. | 4. Y N U | Y N U |
| 5. All Alberta teachers' certificates should remain interim until a bachelor's degree has been obtained. | 5. Y N U | Y N U |
| 6. Race, religion, and color should be factors to consider when teachers are being chosen for a position. | 6. Y N U | Y N U |
| 7. School boards should, whenever possible, make administrative appointments from staff personnel within their own jurisdiction. | 7. Y N U | Y N U |

	<u>Column A</u>	<u>Column B</u>
8. There is equality of opportunity for men and women teachers to advance to administrative or supervisory positions in our system.	8. Y N U	Y N U
9. School Boards should be guided mainly by the superintendent's recommendations when appointing teachers to administrative or supervisory positions.	9. Y N Y	Y N U
10. Our school board allows important individuals to influence its decisions on teacher appointments.	10. Y N U	Y N U
11. Working conditions of teachers should be part of the collective agreements between teachers and school boards.	11. Y N U	Y N U
12. Teachers should be given at least one preparation period during a regular working day.	12. Y N U	Y N U
13. Teachers should be permitted to leave school during regular school hours to attend to personal affairs so long as this does not infringe upon their instructional time.	13. Y N U	Y N U
14. When teachers must be available to supervise students' lunch hour, they are entitled to sufficient time to eat their own lunch privately.	14. Y N U	Y N U
15. A reasonable pupil-teacher ratio is twenty-five to one.	15. Y N U	Y N U
16. School boards should provide more clerical assistance for schools.	16. Y N U	Y N U
17. A provincial salary schedule should be adopted for Alberta teachers.	17. Y N U	Y N U
18. The salaries of Alberta's departmental superintendents are too low.	18. Y N U	Y N U
19. Our community pays teachers as high a salary as it can afford.	19. Y N U	Y N U
20. Teachers' salaries are high enough.	20. Y N U	Y N U

	<u>Column A</u>	<u>Column B</u>
21. Even though principals perform some management functions, they should be included in the collective salary agreement.	21. Y N U	Y N U
22. To teach in Alberta, one must be a member of the ATA; this compulsory membership should be abolished.	22. Y N U	Y N U
23. The Teaching Profession Act should allow for more than one corporate association to represent Alberta teachers.	23. Y N U	Y N U
24. The rights of Alberta teachers to bargain collectively in accordance with the Alberta Labour Act should be protected.	24. Y N U	Y N U
25. Teachers should never resort to strike action.	25. Y N U	Y N U
26. Individual teachers should be free to use what they believe to be good teaching methods.	26. Y N U	Y N U
27. Teachers must not interpret theories, in the classroom, that may be in opposition to the Christian view.	27. Y N U	Y N U
28. A teacher's habits regarding dress, drinking, smoking, etc., must meet the moral standards set by the employing community.	28. Y N U	Y N U
29. Schools must acquaint children with a variety of philosophic views.	29. Y N U	Y N U
30. Teachers should assist in one or more volunteer community youth organizations.	30. Y N U	Y N U
31. The principal has knowledge of the teachers' everyday performance.	31. Y N U	Y N U
32. The principal is the person best able to evaluate teacher competence.	32. Y N U	Y N U
33. Our school board would be satisfied if 20% of our grade XII student population was adequately prepared for admission to the University of Alberta each year.	33. Y N U	Y N U
34. Teacher competence can be measured in terms of student achievement.	34. Y N U	Y N U

PART III. EDUCATIONAL POLICIES:

Please use the same directions as in Part II.

	<u>Column A</u>	<u>Column B</u>
1. School buildings should be used by outside organizations such as: Cubs and Scouts, Brownies and Guides, and all other youth organizations which are non-profit community groups.	1. Y N U	Y N U
2. School buildings should be used by outside organizations such as: drama, square-dance clubs, and religious groups when these adult organizations are non-profit community groups.	2. Y N U	Y N U
3. Classrooms should be constructed with sliding panels or folding partitions so that small groups of ten or large groups of a hundred might be accommodated.	3. Y N U	Y N U
4. At present, school buildings are properly heated and ventilated, resulting in optimum pupil and teacher efficiency during all seasons of the year.	4. Y N U	Y N U
5. Our schools provide adequate space for fully equipped libraries.	5. Y N U	Y N U
6. Every school having a library needs a part-time or full-time librarian.	6. Y N U	Y N U
7. Our school system provides rooms adequately equipped and staffed for the fine arts (music, art, drama).	7. Y N U	Y N U
8. Adequate and current resource materials for all subject fields should be available in all schools.	8. Y N U	Y N U
9. It should be the responsibility of the school board to acquire and store basic school supplies for students at all grade levels (e.g., pencils, scribblers, paper, paints, etc.,).	9. Y N U	Y N U
10. A well-qualified, energetic teacher is the most important resource that a school may possess.	10. Y N U	Y N U
11. The level of academic expectation and challenge presented by the schools in our system is too low.	11. Y N U	Y N U

	<u>Column A</u>	<u>Column B</u>
12. The greatest single weakness in the elementary programme is the lack of instruction in phonetics.	12. Y N U	Y N U
13. This school system provides sufficient vocational-commercial opportunities for our high school students.	13. Y N U	Y N U
14. Departmental examinations should be extended to include all high school grades.	14. Y N U	Y N U
15. Our high school diploma programme has little or no value as a preparation for immediate employment.	15. Y N U	Y N U
16. More student guidance is necessary in our system, to assist students to pursue courses suitable to their capabilities.	16. Y N U	Y N U
17. All students in our school system have equal opportunity to develop their abilities to the fullest extent.	17. Y N U	Y N U
18. Our educational programme is geared so that the gifted, average, and below average students in elementary grades are given opportunity to develop qualities of character acceptable to our society.	18. Y N U	Y N U
19. Our educational programme is geared so that all junior-senior high school students will have equal opportunity to develop qualities necessary to equip them to earn a living.	19. Y N U	Y N U
20. The policy handbook used by our school system clarifies expectations of both trustees and teachers.	20. Y N U	Y N U
21. A teacher's prime function is to instruct and it is the duty of the school board to require non-instructional duties such as: hall, school bus, playground supervision, extracurricular sports; to be performed by lesser trained personnel.	21. Y N U	Y N U
22. The Home and School Association, in our area, is performing a worthwhile function in the improvement of education.	22. Y N U	Y N U

	<u>Column A</u>	<u>Column B</u>
23. Religious education should be given in Alberta schools at the elementary level.	23. Y N U	Y N U
24. Sex education should be given in Alberta schools at the junior-senior high school level.	24. Y N U	Y N U
25. It is the duty of trustees to encourage parents to accept teacher judgment as intelligent, mature, and important.	25. Y N U	Y N U
26. It is the responsibility of every teacher to participate in in-service education.	26. Y N U	Y N U
27. When visiting consultants participate in seminars, institutes, workshops, and conferences, part of the costs involved should be borne by school boards.	27. Y N U	Y N U
28. In-service education should go on after regular school hours, on Saturdays, or during holidays.	28. Y N U	Y N U
29. In-service education programmes may be organized during school hours by the administration in co-operation with classroom teachers.	29. Y N U	Y N U
30. Only more experienced teachers who have rendered long service should receive sabbatical leave with pay as a reward for such service.	30. Y N U	Y N U
31. Individual teachers should be solely responsible for their own continuing general and professional training.	31. Y N U	Y N U
32. The Superintendent should plan all in-service education activities.	32. Y N U	Y N U
33. The Faculty of Education should provide courses for keeping teachers' knowledge and skills current.	33. Y N U	Y N U
34. The Department of Education should suspend teaching certificates if teachers do not attend summer school.	34. Y N U	Y N U
35. Teachers must perform to the satisfaction of the employing board or expect their contract to be terminated.	35. Y N U	Y N U

Column A Column B

36. When teachers are dismissed, the right to appeal is the only security that any employee should anticipate. 36. Y N U Y N U
37. The Provincial government is paying a fair share of educational costs in Alberta. 37. Y N U Y N U
38. Principals' and teachers' offices, washrooms, storage space, etc., in new buildings, should be eligible for provincial grants. 38. Y N U Y N U
39. School boards and teacher organizations should work toward greater Federal financial aid to education. 39. Y N U Y N U
40. Financial resources for schools are not restricted when fiscal independence is waived. 40. Y N U Y N U
41. Rent assessments for teacherages, set by our school board, is relative to rentals for similar accommodation in the community. 41. Y N U Y N U
42. Local autonomy in rural education is nothing more than figment of our imagination. (Curriculum changes, provincial grants, textbook authorization, teacher certification, departmental regulations, etc.) 42. Y N U Y N U
43. Complete local autonomy of school boards is probably undesirable. 43. Y N U Y N U
44. Teachers in our school system are proud to be a part of our educational programme. 44. Y N U Y N U
45. Trustees in our school system respect and encourage their teachers. 45. Y N U Y N U

APPENDIX B

LETTERS WRITTEN REGARDING THIS STUDY

ALBERTA SCHOOL TRUSTEES' ASSOCIATION

File: 6.11; LAK 67

February 9, 1965

TO ALL SECRETARIES-TREASURER OF
ALBERTA DIVISIONS AND COUNTIES

Dear Sir or Madam:

Mr. Walter Cooper, principal at RCAF Station, Cold Lake, is planning to study "Board-Teacher Relationships" in a number of divisions and counties in Alberta. He is working under the advice of the Department of Educational Administration at the Faculty of Education in Edmonton, and hopes to complete his research before beginning teaching service in Europe in the fall of 1965.

The A.S.T.A. initially suggested that Mr. Cooper might consider this topic for his research project, and our Executive has given approval to our office to contact divisions and counties on behalf of Mr. Cooper and to secure for him a list of those jurisdictions which would be willing to participate in his survey. We are seeking your wholehearted cooperation in this undertaking. Your involvement would mean that each trustee would complete a questionnaire and that a number of teachers would be approached to do the same.

If you are willing to participate in Mr. Cooper's study, would you please so indicate on the enclosed stamped, self-addressed card and return at your earliest convenience. We thank you in anticipation of your cooperation,

Respectfully yours,

(Signed)
A. Kratzmann,
Executive Director

Enclosure.

Box 1430,
RCAF Station,
Cold Lake, Alberta,
April 5, 1965.

The secretary-treasurer of your school unit received a letter from the ASTA executive office soliciting assistance on my behalf in a study of employer-employee relationships in Alberta divisions and counties. Before I can select a representative sample I need the following information:

- (1) A list of your divisional teachers and their addresses.
- (2) A list of your divisional trustees and their addresses.

Would it be possible for you to arrange to have this information forwarded to me? My sincere thanks for your indulgence. It is greatly appreciated.

Yours truly,

W. M. Cooper,
Superintendent of Schools

WMC: bd

Box 1430,
RCAF Station,
Cold Lake, Alberta,
April 5, 1965.

The secretary-treasurer of your school unit received a letter from the ASTA executive office soliciting assistance on my behalf in a study of employer-employee relationships in Alberta divisions and counties. Before I can select a representative sample I need the following information:

- (1) A list of your county teachers and their addresses.
- (2) A list of your county trustees and their addresses.

Would it be possible for you to arrange to have this information forwarded to me? My sincere thanks for your indulgence. It is greatly appreciated.

Yours truly,

(W. M. Cooper),
Superintendent of Schools

WMC:bd

20 April, 1965.

TO: Teachers/Trustees

Dear Sir or Madam:

I am presently conducting research about teacher-trustee relationships as part of my Master's programme in Educational Administration at the University of Alberta. The study has been approved by the Department of Educational Administration and has the support of the Alberta School Trustees' Association Executive.

Approximately 200 teachers and 200 trustees were selected at random from Alberta divisions and counties. It would be sincerely appreciated if you would assist with this study by completing the Questionnaire and Returning It Within Ten Days, sealed in the stamped, self-addressed envelope provided.

All respondents may be assured complete anonymity.

Yours sincerely,

W. M. Cooper,
Superintendent of Schools

WMC:bd

4 May 1965

Dear Sir or Madam:

About ten days ago you received a questionnaire and a sincere request for it to be answered and returned.

The reliability of this study will be hampered unless your co-operation is forthcoming. Even though this is a busy time of year, would you please take fifteen or twenty minutes and respond to columns A and B of my questionnaire?

May I thank you for your kind consideration!

Yours sincerely,

W. M. Cooper.

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